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*Lasell*

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**A Two-Year College for Women**

*Founded 1851*

*Catalogue 1960—1961*

**AUBURNDALE, MASSACHUSETTS**



## **LASELL JUNIOR COLLEGE**

*1960-1961 Catalogue*

Visitors to the College are always welcome. The administrative offices in Bragdon Hall are open Monday through Friday from 9 a.m. to 4 p.m. and until 12 noon on Saturday. It is requested that personal interviews be arranged in advance by letter or telephone.



*One Hundred Ninth Annual Catalogue of*

# **LASELL JUNIOR COLLEGE**

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*1960-1961*

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*Member of*

The New England Association of Colleges and Secondary  
Schools

The New England Junior College Council

The American Association of Junior Colleges

The American Council on Education

**A U B U R N D A L E • M A S S A C H U S E T T S**



# CALENDAR

## 1960

### JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
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28	29					

### MARCH

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### APRIL

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## 1961

### JANUARY

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### FEBRUARY

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### MARCH

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### APRIL

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### MAY

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### JUNE

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### JULY

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### AUGUST

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### SEPTEMBER

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### OCTOBER

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### NOVEMBER

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### DECEMBER

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### MAY

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### JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
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### JULY

SUN	MON	TUE	WED	THU	FRI	SAT
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### SEPTEMBER

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### OCTOBER

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### DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
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# THE COLLEGE CALENDAR FOR 1960-1961

9  
sample

## 1960

JUNE 14	<i>Tuesday</i>	Beginning of Summer Nursing Program
SEPTEMBER 5	<i>Monday</i>	End of Summer Nursing Program
SEPTEMBER 15	<i>Thursday</i>	Registration of New Students
SEPTEMBER 17	<i>Saturday</i>	Registration of Returning Students
SEPTEMBER 19	<i>Monday</i>	Classes Begin
NOVEMBER 10	<i>Thursday</i>	End of First Quarter
NOVEMBER 11	<i>Friday</i>	Holiday
NOVEMBER 23	<i>Wednesday</i>	Thanksgiving Holidays begin, at noon
NOVEMBER 28	<i>Monday</i>	Classes Resume
DECEMBER 16	<i>Friday</i>	Christmas Vacation begins, at noon

## 1961

JANUARY 4	<i>Wednesday</i>	Classes Resume
JANUARY 23	<i>Monday</i>	Beginning of Examination Period
FEBRUARY 6	<i>Monday</i>	Beginning of Second Semester
MARCH 30	<i>Thursday</i>	End of Third Quarter; Spring Vacation begins, at noon
APRIL 11	<i>Tuesday</i>	Classes Resume
MAY 29	<i>Monday</i>	Beginning of Examination Period
JUNE 9	<i>Friday</i>	End of Second Semester
JUNE 11	<i>Sunday</i>	Commencement
JUNE 13	<i>Tuesday</i>	Beginning of Summer Nursing Program
SEPTEMBER 4	<i>Monday</i>	End of Summer Nursing Program

## THE LASELL CORPORATION

PRESIDENT: Blake Tewksbury

VICE-PRESIDENT: Wilder N. Smith

TREASURER: John L. Arnold

CLERK: Richard A. Winslow

John L. Arnold, Wellesley Hills, Massachusetts  
Dorothy Barnard '24, Cambridge, Massachusetts  
Helen L. Beede '21, Auburndale, Massachusetts  
V. Stoddard Bigelow, Auburndale, Massachusetts  
Barbara Ordway Brewer '35, Auburndale, Massachusetts  
Alice Hillard Corbin, San Antonio, Texas  
Marion Ordway Corley '11, Auburndale, Massachusetts  
Ruth Turner Crosby '42, Newtonville, Massachusetts  
Lydia Adams Godsoe '18, Camden, Maine  
Maude Simes Harding '06, Wellesley Hills, Massachusetts  
Louise Tardivel Higgins '37, Auburndale, Massachusetts  
Martha Fish Holmes '25, Auburndale, Massachusetts  
Esther T. Josselyn '27, West Hanover, Massachusetts  
Egon E. Kattwinkel, West Newton, Massachusetts  
Elizabeth Harrington Logan '49, Newton Highlands, Massachusetts  
Priscilla Parmenter Madden '37, Wellesley, Massachusetts  
Olive Chase Mayo '19, Laconia, New Hampshire  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Mildred Strain Nutter '17, Newton Centre, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Evelina E. Perkins '15, Mechanic Falls, Maine  
Helen Perry '24, Melrose, Massachusetts  
Carol Rice '16, Sweet Briar, Virginia  
Etta MacMillan Rowe '11-'13, West Granby, Connecticut  
Irene Sauter Sanford '06, Westfield, Massachusetts  
Helen Saunders '17, Hartford, Connecticut  
Phyllis Rafferty Shoemaker '22, Watsonville, California  
Antoinette Meritt Smith '23, Auburndale, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Dorothy Mosher Stone '42, Auburndale, Massachusetts  
Arlene Wishart Sylvester '38, Auburndale, Massachusetts  
Dorothy Inett Taylor '30, Holden, Massachusetts  
Blake Tewksbury, Auburndale, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Priscilla Winslow '35, Cambridge, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire  
Priscilla Alden Wolfe '19, New Hampton, New Hampshire

# THE TRUSTEES OF LASELL JUNIOR COLLEGE

CHAIRMAN: Priscilla Alden Wolfe

## TERM EXPIRES 1960

Helen Perry, Melrose, Massachusetts  
Phyllis Rafferty Shoemaker (Mrs. A. B.), Watsonville, California  
Blake Tewksbury, Auburndale, Massachusetts

## TERM EXPIRES 1961

John L. Arnold, Wellesley Hills, Massachusetts  
Irene Sauter Sanford (Mrs. R. M.), Westfield, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Priscilla Alden Wolfe (Mrs. L. P.), New Hampton, New Hampshire

## TERM EXPIRES 1962

Egon E. Kattwinkel, M.D., West Newton, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Antoinette Meritt Smith (Mrs. W. N.), Auburndale, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts

## TERM EXPIRES 1963

Alice Hillard Corbin (Mrs. A. F.), San Antonio, Texas  
Lydia Adams Godsoe (Mrs. W. H.), Camden, Maine  
Helen Saunders, Hartford, Connecticut

## TERM EXPIRES 1964

V. Stoddard Bigelow, Auburndale, Massachusetts  
Louise T. Higgins (Mrs. C. A., Jr.), Auburndale, Massachusetts  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire

## EXECUTIVE BOARD

John L. Arnold	Antoinette M. Smith
Egon E. Kattwinkel, M.D.	Wilder N. Smith
Earl H. Ordway	Priscilla A. Wolfe
Helen Perry	Richard A. Winslow

## FINANCE COMMITTEE

John L. Arnold	Wilder N. Smith
Earl H. Ordway	Priscilla A. Wolfe
	Richard A. Winslow

## ADMINISTRATION

Blake Tewksbury, B.A., M.A., LL.D., *President*

B.A., Bowdoin College; M.A., New York University; LL.D., Bucknell University; Lasell, 1960-

John L. Arnold, A.B., M.B.A., L.L.B., *Treasurer*

A.B., Bowdoin College; M.B.A., Harvard Graduate School of Business Administration; L.L.B., Northeastern University; Graduate study, Massachusetts Institute of Technology; Lasell, 1951-

June Babcock, B.A., M.A., *Dean of Women*

B.A., Wheaton College; M.A., Cornell University; Lasell, 1942-

Inez M. Atwater, B.A., M.A., *Student Counselor and Placement Director*

B.A., Jackson College, Tufts University; M.A., Boston University Graduate School; Graduate study, Harvard University; Syracuse University; Lasell, 1946-

Muriel McClelland, B.S., *Administrative Assistant to the Dean of Women and Director of Physical Education*

Oberlin; B.S., Boston University; Boston School of Physical Education; Lasell, 1929-

Mary Blatchford Van Etten, B.A., M.A., *Student Counselor*

B.A., Connecticut College; M.A., Boston University Graduate School; Graduate study, Boston University School of Medicine and Harvard University; Lasell, 1939-

## FACULTY

Margaret M. Anderson, R.N., B.S.N.Ed., M.S., *Instructor in Psychiatric Nursing*

Massachusetts General Hospital School of Nursing; B.S.N.Ed., Boston College School of Nursing; M.S., Boston University; Lasell, 1959-

Frances Atwood, B.S., *Librarian*

B.S., Simmons College; Lasell, 1953-

Harriet W. Atwood, B.S., M.A., *Instructor in Social Studies*

B.S. in P.A.L., Boston University; M.A., Boston University; Graduate study, Boston University; Lasell, 1946-

Marguerite M. Barrett, B.S. in Art Ed., *Instructor in Art*

B.S. in Ed., Massachusetts College of Art; Lasell, 1959-



- Claire Barry, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University, School of Education; Lasell, 1958—
- Clarissa G. Bassett, A.B., *Instructor in Science*  
A.B., Mount Holyoke; Boston University, C.L.A.; Woods Hole Marine Biological Laboratory; Lasell, 1954—
- Winslow F. Beckwith, A.B., LL.B., S.T.B., Th.D., *Instructor in Religion*  
A.B., Boston University; LL.B., Boston University Law School; S.T.B., Episcopal Theological School; Th.D., Boston University School of Theology; Lasell, 1960—
- Robert Knowles Brandriff, A.B., A.M., *Chairman of the English Department*  
A.B., Maryville College; A.M., Harvard University; University of Paris; Lasell, 1952—
- Stewart M. Brooks, B.S., M.S., *Instructor in Science*  
B.S., Albany College of Pharmacy; M.S., Philadelphia College of Pharmacy and Science; Graduate study, Purdue University; Lasell, 1957—
- Elaine C. Cavanaugh, B.S. in Ed., *Director Lasell Child Study Center*  
Lesley College; B.S. in Ed., Boston University; Lasell, 1958—
- Carolyn E. Chapman, B.S., Ed.M., *Chairman of the Secretarial Department*  
B.S., Boston University; Ed.M., Harvard University; Lasell, 1943—
- Maria T. Orozco Cobb, B.A., *Instructor in Spanish*  
B.A., Boston University; Universidad de Mexico Summer School; Lasell, 1940—
- Jeanne Budding Cousins, *Instructor in Dancing*  
Harvard Summer School; Leland Powers School; Sarah Lawrence College; Monsieur Lend, The Hague; Madame Espinosa, London; Lilla Viles Wyman, Boston; Chester Hale, Ted Shawn, Martha Graham, New York; Lasell, 1945—
- Doris A. Davis, R.N., B.S., *Instructor in Operating Room Nursing*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University; Graduate study, Jersey City Medical Center; Lasell, 1958—
- Flora M. DeScenza, R.N., B.S.N., M.S., *Instructor in Medical and Surgical Nursing*  
Lawrence Memorial Hospital School of Nursing; B.S.N., Boston College School of Nursing; M.S., Boston College Graduate School; Lasell, 1959—

- June C. Fagg, B.S. in Ed., *Instructor in Secretarial Studies*  
B.S. in Ed., State Teachers College, Salem, Massachusetts; Lasell, 1960—
- Charles H. Fielder, B.S., *Instructor in History*  
B.S. in Engineering, United States Naval Academy; Graduate Study, University of Maine; Lasell, 1959—
- Margaret S. Ford, B.S., M.Ed., *Instructor in Secretarial Studies*  
B.S., College of William and Mary; M.Ed., Boston University; Lasell, 1959—
- Margaret W. French, B.A., M.A., *Instructor in English*  
B.A., Oberlin College; M.A., Birmingham-Southern College; Graduate study, Radcliffe College; Summer School, University of Wisconsin; Middlebury Language School; Boston University; Lasell, 1946—
- Ruth Wolfe Fuller, *Instructor in Child Study*  
Graduate, Allen-Freeman Studios; Voice Study with Dr. Lee B. Woodcock, John Walker Hall, New York; Courses in Creative Writing, Boston University; Intensive Course in Speech and Radio, University of Wisconsin; Lasell, 1943—
- Marie A. Haas, *Assistant Librarian*  
Copley Art School; South Middlesex Secretarial School; U. S. Navy Inspection School; Advanced Reference Course, Boston Public Library; Lasell, 1960—
- Bettina H. Harrison, B.S., M.A., *Instructor in Science*  
B.S., University of Massachusetts; M.S., Radcliffe College; Lasell, 1940–41, 1959—
- Elinor Hoag, B.S., B.S.S., Ed.M., *Instructor in English*  
B.S. and B.S.S., Boston University; Ed.M., Harvard University; Graduate study, Radcliffe College, Boston University, Harvard University; Lasell, 1928—
- Eva M. Holdheim, Diplomate of the University of Paris, *Instructor in French*  
Baccalaureate, Westend Lyzeum, Berlin; Certificate de Langue et de Litterature, University of Aix, Aix-en-Provence; Diplome de Sciences politiques, University of Paris; Graduate study, University of Berlin; Lasell, 1959—
- Sophia J. Josephs, B.S., M.A., *Instructor in Secretarial Studies*  
B.S., New York University; M.A., New York University; Graduate study, New York University; Lasell, 1943—



- Marion F. Kennedy, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University; Lasell, 1958—
- Marie C. Lambert, R.N., B.S., *Instructor in Nursing*  
Springfield Hospital School of Nursing; B.S. in Nursing, Boston College; Lasell, 1958—
- George W. Lane, A.B., M.A., *Instructor in English*  
A.B., Boston University; M.A., Boston University Graduate School; Lasell, 1960—
- Edward R. Lawson, Jr., A.B., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; Graduate study, Boston University Graduate School; Lasell, 1959—
- Ruth T. Lindquist, B.A., M.A., *Chairman of the Science Department*  
B.A., Boston University; M.A., Boston University; Lasell, 1944—
- Alice J. Mallett, B.A., *Instructor in Speech*  
B.A., Converse College; Lasell, 1960—
- Ruth E. Manghue, B.S. in Ed.; M.A., *Instructor in Secretarial Studies*  
B.S. in Ed., Salem State Teachers College; M.A., Teachers College, Columbia University; Lasell, 1954—
- Kenneth C. Matheson, A.B., A.M., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; A.M., Boston University Graduate School; Lasell, 1959—
- Sebastian F. Mignosa, B.S. in Ed., *Instructor in Secretarial Studies*  
State Teachers College, Salem, Mass.; B.S. in Ed., Boston University; Lasell, 1956—
- Constance W. Milner, R.N., B.S., *Coordinator of the Nursing Program*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University; Graduate study, Boston University and Boston College; Lasell, 1956—
- Richard M. Packard, B.A., M.A., Ph.D., *Chairman of the Social Studies Department*  
B.A., Hobart College; M.A., Columbia University; Ph.D., Harvard University; Lasell, 1948—
- Lois D. Polley, R.N., B.S., M.S.N.Ed., *Instructor in Nursing*  
New England Baptist Hospital School of Nursing; B.S., Boston University; M.S., N.Ed., Boston University; Lasell, 1959—
- Lia G. Poorvu, A.B., A.M., *Instructor in French*  
A.B., Wellesley College; A.M., Radcliffe Graduate School; Middlebury French School; University of Munich; Middlebury Italian School; Lasell, 1960—

- Evelyn Borden Potts, B.S., *Chairman of the Home Economics Department*  
B.S., Teachers College, Columbia University; Graduate study, Vogue School, Chicago; Art Institute, Chicago; Northwestern University; Lasell, 1944—
- James H. Remley, B.S., M.A., *Director of the Orphean Club*  
B.S., Indiana (Pa.) State Teachers College; M.A., New York University; Lasell, 1955—
- Lucile Wells Robertson, B.S. in Ed., *Chairman of the Retailing Department*  
Rochester Institute of Technology; B.S., Framingham State Teachers College; Summer study, University of Pennsylvania, Simmons College, and New York University; Lasell, 1955—
- Jacquelin Saunders, B.S. in Ed., M.A., *Chairman of the Art Department*  
B.S. in Ed., Massachusetts College of Art; M.A., Teachers College, Columbia University; Graduate study, Cranbrook Academy of Art; Lasell, 1949—
- Muriel S. Sheppard, B.S. in Ed., *Instructor in Child Study*  
B.S. in Ed., Potsdam State Teachers College; Lasell, 1957—
- Lucy J. Sypher, B.A., M.A., *Instructor in English*  
B.A., University of North Dakota; M.A., Tufts University; Lasell, 1929—
- Frank C. Taylor II, B.A., *Chairman of the Music Department*  
B.A., Yale University; Graduate study, Oxford University, Harvard University, Longy School of Music; Lasell, 1957—
- Amelia J. Terrazano, *Instructor in Art*  
Jackson Von Ladau School of Design; Lasell, 1959—
- A. Harriet Tinker, A.B., *Instructor in Zoology*  
A.B., Connecticut College for Women; Graduate study, Mount Holyoke, Columbia University; Lasell, 1957—
- Virginia L. Tribou, B.S. in P.E., Ed.M., *Instructor in Physical Education*  
B.S. in P.E., Boston University, Sargent College for Physical Education; Ed.M., Boston University; Graduate study, Boston University; Lasell, 1936—
- Donald H. Warren, B.S., *Instructor in Art*  
B.S., Massachusetts College of Art; Lasell, 1956—
- Jean Watt, B.S., *Instructor in Physical Education*  
B.S. in Physical Education, Bowling Green (Ohio) State University; Lasell, 1946—

Hazel Wilcox Weden, B.A., *Instructor in English and Director of Reading Laboratory*

B.A., Wheaton College; Graduate study, Boston University School of Education; Lasell, 1948-

Margaret A. Wethern, B.Ed., M.A., *Instructor in Speech and Dramatics*

Lasell; B.Ed., Whitewater State College, Whitewater, Wisconsin; M.A., Teachers College, Columbia University; Manhattan Theatre Colony, Ogunquit, Maine; Graduate study, University of Wisconsin; Lasell, 1945-

Mary S. Woodland, B.S. in Ed., *Instructor in Home Economics*

B.S. in Ed., Framingham State Teachers' College; Lasell, 1958-

Jane C. Wyman, *Instructor in Child Study*

Wheelock College; Graduate Study, Northeastern University; Lasell, 1959-

## STAFF

*Recorder*, Helen L. Beede

*Bursar*, Alice May, B.S.

### *Infirmary:*

Elsie R. Morley, R.N., *Nurse*

Margaret C. Vahey, *Nurse*

R. Emerson Sylvester, M.D., *College Physician*

*Dietitian*, Elizabeth W. Smith, B.S.

*Alumnae Secretary*, Marjorie MacClymon

*Director of Housekeeping*, Helen R. Wallstrom

*Bookstore Manager*, Judith E. Hennessey

### *Buildings and Grounds:*

Arthur Hicks, *Superintendent*

Ziba Odom, *Assistant*

### *Resident Heads:*

Miss Theda Barnes

Mrs. Miriam Black

Miss Constance Blackstock

Mrs. Ursula Brigham

Mrs. Gladys Brown

Mrs. Marion Brown

Mrs. Audrey Bucknam

Mrs. Marguerite Chandler

Mrs. Doris Chick

Mrs. Agnes Garland

Mrs. Marion MacMahon

Mrs. Ellen Miller

Mrs. Marion Miller

Mrs. Mable Smith

Mrs. Evelyn Stevens

Miss Dorothy Tuttle

Mrs. Marian Walker

Mrs. Alice Whitney

### *Office:*

Sue Barnes, *Secretary to the President*

Ruth A. Boardman, *Secretary to the Dean of Women*

Dorothy Harris, *Secretary to Mrs. Van Etten*

Sarah Flowers, *Secretary to Miss Atwater*

Lucy Bovenzi, *Secretary to the Committee on Admissions*

Sarah M. Hathaway, *Main Office*

## THE COLLEGE

**HISTORY** Lasell Junior College is proud of the fact that it has celebrated its one hundredth anniversary. It was founded in 1851 by Edward Lasell, Professor of Chemistry at Williams College, as a school for the advanced education of young women. In 1921 the school was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and on March 7, 1932, the name was changed by legislative action from "Lasell Seminary" to "Lasell Junior College."

By authority of the Massachusetts Legislature Lasell grants the degrees of Associate in Arts or Associate in Science to its graduates. The College is a member of the New England Association of Colleges and Secondary Schools, of the New England Junior College Council,\* of the American Association of Junior Colleges, and of the American Council on Education.

Lasell aims to give young women, during two short years away from home, a zest for the adventure of learning and a more mature understanding of the world in which they live. Taking advantage of its location in a great metropolitan area, Lasell tries to pay sufficient attention to the liberal arts and the humanities to suggest values for life and civilized existence. Lasell also prepares for several vocations, any one of which gives a woman the security of being able to earn her own living and the satisfaction of being ready to perform useful community service. For those who feel the need of greater specialization in a chosen field, Lasell offers an introductory education which trains some students for transfer to senior colleges.

**LOCATION** The College is in Auburndale, a part of the suburban city of Newton. Trains, busses and local taxis afford convenient access to Boston. Trains for New York and the West stop at nearby Newtonville. The Logan International Airport is popular with Lasell students whose homes are outside of the New England area.

\*Membership in the New England Junior College Council certifies that the purposes for which the college is organized, the general control, administration, faculty, health and recreation facilities, program of studies, requirements for admission and graduation, recognition by other institutions, guidance program, library, physical plant and finances have been examined and approved by the Membership Committee of the Council.



## **GROUND S AND BUILDINGS**

The grounds of the College cover twenty-five acres and, for the most part, front upon Woodland Road.

The green lawns and hillsides, the trees, flowers, gardens and driveways serve as an attractive setting. There are pleasant walks in the neighborhood, and the recreation field, the Charles River and the tennis courts afford abundant opportunity for healthful outdoor activity.

The residence houses are homelike, well arranged, and thoroughly comfortable. Bragdon Hall is the main building of the group. In it are the offices of administration, lecture and music rooms, parlors, the library and a studio. The second and third floors are used as a dormitory. This hall was named for Charles C. Bragdon, principal from 1874 to 1908.

Carter Hall is connected with Bragdon Hall by a bridge, and contains a small assembly hall, a swimming pool, and laboratories and lecture rooms for home economics and other classes. Blaisdell, Briggs, Carpenter, Chandler, Clark, Conn, Converse, Cushing, Draper, Gardner, Hawthorne, Karandon, Ordway, and Pickard are senior residence houses. Each house accommodates a group of eight to thirty students with a resident head.

Woodland Hall, a fireproof dormitory and central dining hall, was opened for occupancy in 1950, while Winslow Hall, an auditorium-gymnasium, combines facilities for dramatics productions and College assemblies, receptions, dances, musical organizations and the physical education program.

The Wass Science Building, most recent addition to the physical plant of the College, has been in use since the spring of 1955. This modern three-story structure houses general classrooms as well as fully-equipped laboratories for anatomy, physiology, zoölogy, biology, qualitative and quantitative analysis, chemistry, and medical technology.

The Infirmary is a house of eleven rooms fully equipped to serve the needs of students, and is presided over by two resident nurses. The Recreation Center (called "The Barn") houses the postoffice, the bookstore, a basement game room, and two lounges. The Nellie Plummer Library contains the Alumnae offices.

## ACADEMIC INFORMATION

**EDUCATIONAL OPPORTUNITIES** Lasell offers two years of study following graduation from secondary school. The work leading to advanced standing in a senior college or university includes a program selected from the following group of subjects: English, languages, sciences, mathematics, and social studies.

The general terminal courses are designed for those students who do not wish to spend four years in college but who do feel the need of training and study after high school which will help them in living and working with people.

Special terminal vocational curricula are designed for those students who are interested in preparing for careers in home economics, child study, music, art, dramatics, retailing, general and medical secretarial training, and nursing.

Pre-professional courses are offered to prepare students for schools of occupational therapy, physical therapy, and for hospital training in laboratory technology, and schools of nursing where preference is given to women who have had some college work.

**REQUIREMENTS FOR ADMISSION** The Committee of Admissions endeavors to select from the list of applicants those students whose previous records show that they are able to profit by attendance at a junior college, and who represent a broad geographical distribution. Applicants for the Nursing Program should see special requirements elsewhere in the catalogue.

As a further aid in an effort to maintain a representative group of students who will profit by the opportunities offered at Lasell, it is desirable that some member of the Admissions Committee have a personal interview with each applicant. When this is not possible, owing to distance, it may be arranged to have an alumna of the college designated by the Admissions Committee serve in lieu of the Committee.

The "Application for Admission" must be signed for each applicant by the parent or guardian. When the application is filed, a transcript blank is forwarded to the principal of the school last attended, to be filled out and returned to the Committee on Admissions.

To be admitted to the freshman class a student must have graduated from an approved secondary school with a record, preferably with 16 college preparatory units, satisfactory to the



Committee on Admissions. All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board during the senior year of secondary school. The majority of candidates will be notified of the decision of the Committee on Admissions in March. The Committee may accept applicants with high academic averages as soon as the transcript and all recommendations have been processed.

**ADVANCED** A limited number of students are admitted each year  
**STANDING** with transfer credit from other colleges. A student entering with advanced standing must fulfill the requirements for admission to the freshman class. As the number applying for admission usually exceeds the number that can be accommodated in the dormitories, transfer applications are considered only after all students who have been at Lasell for one year have been assigned rooms.

**REQUIREMENTS** To obtain recommendation for advanced  
**FOR TRANSFER** standing on transfer, a student must in general earn a B average or higher. She may  
**TO SENIOR COLLEGES** have to take the Scholastic Aptitude Test, certain College Entrance Examination Board Achievement Tests, or other tests as requested by the senior college. It should be noted that the content as well as the quality of both the preparatory school and the junior college programs must be satisfactory to the college which the student desires to enter, whether her purpose is to carry forward a liberal arts or a vocational course. Requirements vary and results will generally be more satisfactory to Lasell and to the student when her wishes are stated and discussed at the outset. Experience shows that a student is best prepared for senior college work by taking in her preparatory program English, history, mathematics, foreign languages, and laboratory sciences, and then in electing the Liberal Arts curriculum during her two years at Lasell.

**REQUIREMENTS** A graduate of Lasell receives the degree of  
**FOR GRADUATION** Associate in Arts or Associate in Science according to her curriculum. The specific requirements for the different curricula will be found in the following pages. In general it may be said here that in addition to the requirements for admission to full freshman standing already outlined, a student must complete sixty-five semester hours of academic and technical work, including ENGLISH 101-102 or six semester hours of a literature if approved by the Academic Advisor. This figure is based on a minimum program of fifteen credit hours per semester, plus the courses in Physical Educa-

tion (four credit hours) and in Orientation (one credit hour) required of all students. Candidates for either of the Lasell degrees must also have been regularly enrolled full-time students of the College for at least one academic year.

Although the passing grade is D, a C average is required for graduation. First and third quarter grades are tentative; those that come at the end of each semester determine the student's actual academic standing.

The curricula outlined in the following pages are subject to reasonable modification, and the group elected should be coherent and adapted to the abilities and requirements of the individual student. Before a student will be admitted to classes, her program must receive the approval of her academic advisor.

#### **COURSE NUMBERS**

The numbering system used to identify the course offerings described hereafter is based on a primary division of all courses into "100" or freshman courses, and "200" or senior courses. This division is intended to serve as a general guide only, and in making up her program the student should be aware that there are a number of courses in which the enrollment is almost equally divided between freshmen and seniors, and that in cases of special interest, special aptitude, or even of mere conflict in scheduled hours, exceptions can frequently be arranged after consultation with the student's academic advisor and the instructor of the course in question.

Odd-numbered courses are offered in the first semester only; even-numbered courses, the second semester. An odd number followed by the letter S indicates a one-semester course offered both semesters. Courses identified by two numbers separated by a hyphen ("ENGLISH 101-102") are year courses which must be taken as a unit. When the two numbers are separated by a semi-colon ("SOCIAL STUDIES 207; 208") the course is a year course which may be entered or dropped between semesters. "300" courses and courses whose numbers are preceded by the letter X apply to the Nursing Program only, and indicate "third year" and "summer session," respectively. The College reserves the right not to offer a class for which fewer than four students enroll.

Course numbers preceded by a star indicate Liberal Arts courses which carry transfer credit.

Numerals in parentheses to the right of the course title gives the total credit in semester hours carried by the course. In general, a semester hour of credit represents one hour a week of lecture or two hours of laboratory or studio work.

## CURRICULA

### Art

The Art Department strives to promote the Lasell ideal in making it possible for the student to combine a well-rounded liberal arts education with specialized vocational training. Every art major is prepared, to the extent of her ability, for further work in art school or for apprenticeship in the professional field. Academic and creative courses in art are also offered to non-art majors interested in art as a cultural background, as an avocation, or in its application to the everyday problems of the consumer and homemaker.

The Department offers four majors, all leading to the Associate in Arts degree. The INTERIOR DESIGN major prepares the student to combine color and texture, furniture and fabrics in harmonious interiors and to interest the prospective client in her creations. To this end the student is taught how to develop ideas effectively and to illustrate them with convincing drawings and three-dimensional models. A maximum of training is given in both the esthetic and practical aspects of the field, for use professionally or as a homemaker. Good taste and design sense are developed along with a familiarity with materials and sources of supply useful to the practicing decorator.

For the student with a flair for styles, the FASHION major affords the necessary training in drawing fashion figures and accessories and in planning and rendering the layouts used in the art departments of stores and fashion publications. A study of contemporary designers and illustrators is included in the major to further the student's understanding of fashion cycles.

In the ADVERTISING DESIGN major the power of the well-designed and carefully planned advertisement in the successful merchandising of a product is stressed and illustrated in the projects covered in this curriculum. Instruction develops the design and technical skill of the student and introduces her to the fundamentals of her specialty.

The student who elects the CRAFTS major is given the creative understanding of materials, tools, and techniques necessary to produce well-designed and useful objects. Knowledge and skill in handicrafts is at a premium today, and the trained student will find a variety of opportunities in summer camps, recreation centers, adult education groups, or in free-lance work in the retail field.

**ART: Interior Design Major****FIRST YEAR****CREDIT HOURS**

	<i>First Semester</i>	<i>Second Semester</i>
--	-----------------------	------------------------

Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Introductory Interior Design	3	3
Lettering	1	1
Drafting and Sketching	1	—
Architectural Design	—	1
General Crafts	1	1
Electives (Art Appreciation, second semester, or Liberal Arts courses recommended)	2-4	3-6
	<hr/> 17-19	<hr/> 15-18

**SECOND YEAR**

History of Art	3	3
Advanced Interior Design	3	3
Painting	2	2
Electives (Poster Techniques recommended)	7-10	7-10
	<hr/> 15-18	<hr/> 15-18

**ART: Fashion Major****FIRST YEAR****CREDIT HOURS**

	<i>First Semester</i>	<i>Second Semester</i>
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Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Fashion Illustration	3	3
Lettering	1	1
Drafting and Sketching	1	—
Electives (Art Appreciation, second semester, or Liberal Arts courses recommended)	2-4	6-8
	<hr/> 16-18	<hr/> 16-18

**SECOND YEAR**

History of Art	3	3
Painting	2	2
Advanced Fashion Illustration	3	3
Figure Drawing	1	1
General Crafts	1	1
Electives (Advanced Clothing or Poster Techniques recommended)	5-7	5-7
	<hr/> 15-17	<hr/> 15-17

## ART: Advertising Design Major

### FIRST YEAR

### CREDIT HOURS

*First Semester*      *Second Semester*

Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Advertising Design	3	3
Drafting and Sketching	1	—
Lettering	1	1
General Advertising	—	2
Electives (Art Appreciation, second semester, or Liberal Arts courses recommended)	2-4	4-6
	<hr/> 16-18	<hr/> 16-18

### SECOND YEAR

History of Art	3	3
Painting	2	2
Advanced Advertising Design	3	3
Figure Drawing	1	1
General Crafts	1	1
Poster Techniques	1	1
Electives (General Typewriting and Psychology recommended)	4-7	4-7
	<hr/> 15-18	<hr/> 15-18

## ART: Crafts Major

### FIRST YEAR

### CREDIT HOURS

*First Semester*      *Second Semester*

Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Introductory Crafts	3	3
Drafting and Sketching	1	—
Electives (Art Appreciation, second semester, or Liberal Arts courses recommended)	2-4	6-9
	<hr/> 15-17	<hr/> 15-18

### SECOND YEAR

History of Art	3	3
Advanced Crafts	3	3
Electives (Fundamentals of Clothing, Textiles, or College Chemistry recommended)	9-11	9-11
	<hr/> 15-17	<hr/> 15-17



A valuable contribution to both community life and the home can be made by the young woman trained in Child Study. In view of this dual role the Lasell Child Study Department offers two major programs in the field, both leading to the Associate in Science degree. The first of these is the CHILD STUDY TRANSFER major, which is designed to fill the special requirements of the student interested in becoming a thoroughly trained nursery school teacher.

The need for teachers specifically trained to work with young children, and possessing professional experience in the problems of childhood growth and pedagogy, is urgent and becoming more so every day, and the qualified graduate in nursery school work will find innumerable attractive job opportunities awaiting her. Students interested in preparing for a career in nursery school teaching should elect the Transfer major in Child Study and be prepared to continue through to their Baccalaureate after their graduation from Lasell. To avoid time-consuming duplication of effort Child Study Transfer majors are strongly urged to have their Lasell programs approved by the professional school to which they intend to transfer.

The Child Study Department also offers a number of courses which provide a valuable background to the understanding of the growth and training of children in the setting of family life. These courses constitute the CHILD STUDY NON-TRANSFER major, and are designed for the student who enjoys working with children and wants to attain basic information about childhood behavior to apply in her own home or in some form of community service.

A special feature of the Child Study program in this department is the Lasell CHILD STUDY CENTER. Here students have an opportunity to watch a model nursery school in operation under the direction of a graduate specialist trained in the field. The Center, which is attended by a cross section of children from the community, is fully equipped with standard recreational and educational devices currently in use in American nursery schools. By the use of one-way vision screens students are able to observe the group behavior of children under scientifically controlled conditions. At other times they are themselves allowed to participate in the supervision of the Center, and thus emerge from the course with both theoretical and practical experience in nursery education.

## CHILD STUDY: Transfer Major

### FIRST YEAR

### CREDIT HOURS

#### *First Semester*      *Second Semester*

Freshman English	3	3
Speech	2	2
Zoology	4	4
Child Development	3	3
History of Civilization to 1500 or Sociology	3	—
Social Problems or History of Civilization 1500 to 1900	—	3
Basic Music for Child Study or Instrumental Music Appreciation	1-3	2-3
	<u>16-18</u>	<u>17-18</u>

### SECOND YEAR

Orientation in Early Childhood Education	4	4
Introductory Psychology	3	—
Child Psychology	—	3
History of Art	3	3
A Literature	3	3
Electives (Sociology or History of Civilization, Art for Childhood Education or Children's Literature recom- mended)	3-5	3-5
	<u>16-18</u>	<u>16-18</u>

## CHILD STUDY: Non-transfer Major

### FIRST YEAR

### CREDIT HOURS

#### *First Semester*      *Second Semester*

Freshman English	3	3
Speech	2	2
Child Development	3	3
Physiology	3	—
Art for Childhood Education	3	3
Basic Music for Child Study Majors	1-3	3
Electives	—	2-4
	<u>15-17</u>	<u>16-18</u>

### SECOND YEAR

Orientation in Early Childhood Education	4	4
Introductory Psychology	3	—
Child Psychology	—	3
Children's Literature	2	2
Fundamentals of Play Production or History of Art	3	3
Instrumental Music Appreciation	2	2
Electives	2-4	2-4
	<u>16-18</u>	<u>16-18</u>



## Home Economics

Home Economics has come to be one of the most satisfying branches of study for the young woman of today since it prepares her not only for marriage but also for a wide variety of job possibilities in the business world.

The Home Economics Department offers training and experience in two different specialties, each leading to the Associate in Science degree:

The FOODS AND DIETETICS major is a course of study preparing the student for the position of assistant dietitian in a hospital. Intensive training is given in the causes, symptoms, and dietetic treatment of all diseases appropriate to this category. One full semester is devoted to the study and experience of carefully planned and nutritionally sound disease dietaries for specific illnesses. Normal nutrition in health, from pre-natal care through infancy, childhood, adulthood to old age is also covered in this major.

In the CLOTHING AND FASHION DESIGN major the student learns basic art principles and illustration techniques, the skillful construction of clothing, draping and pattern making, and the fine points of dressmaking. Professionally there is an open field for the talented and ambitious student in this major. Starting salaries are often modest but excellent opportunities for training and advancement are afforded in the wholesale and retail trade and in the areas of designing and patternmaking. Typical ultimate positions for majors pursuing more advanced training include situations in illustration, retailing, publicity, consulting, fashion show promotion, and fashion designing for lingerie, bridal and party gowns and other types of clothing.

# HOME ECONOMICS: Foods and Nutrition Major

## FIRST YEAR

## CREDIT HOURS

*First Semester*      *Second Semester*

Freshman English	3	3
Foods	3	3
General Chemistry or College Chemistry	3-4	3-4
Sociology	3	-
Social Problems	-	3
Electives (Speech, Business Arithmetic or Liberal Arts subject recommended)	4	4
	<hr/> 16-17	<hr/> 16-17

## SECOND YEAR

Introductory Nutrition	3	-
Therapeutic Nutrition	-	3
Economics	3	3
Physiology and Microbiology	3	3
or		
Anatomy and Physiology or Zoology	3-4	3-4
Introductory Psychology	3	-
Psychology of Personality	-	3
Electives (Accounting or Liberal Arts subject recommended)	3-4	3-4
	<hr/> 18-20	<hr/> 18-20

# HOME ECONOMICS: Clothing and Fashion Design Major

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Fundamentals of Clothing	3	3
Fashion Illustration	3	3
Fashion and Personal Design	3	—
Textiles	—	3
Figure Drawing	1	1
Electives (Liberal Arts subjects recommended)	2-4	2-4
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Advanced Clothing	3	—
Draping and Pattern Drafting	—	3
Creative Fashion Design	2	2
General Advertising	2	—
Advanced Fashion Illustration	3	3
Electives (Psychology, Economics, and Art Appreciation recommended)	5-7	7-9
	<hr/> 15-17	<hr/> 15-17

## Liberal Arts

One of the most significant aspects of the Lasell educational ideal is the belief that a young woman's college training ought not to be confined to the area of her vocational specialty alone, but that it should also be conducive to a fulfillment of her potentialities as a person and to her contentment and effectiveness as a member of society. The traditional assumption of American education is that the Liberal Arts can make the most important contribution to the realization of the second half of this ideal.

Possibly chief among the virtues of the Liberal Arts as an intellectual discipline is that their influence on life is not to be measured by any fluctuating standard of mere commercial utility, but that they tend rather to manifest their power in a lifelong process of maturation of the individual's capacity to think, to discriminate, and to enjoy. Granted the student's enthusiasm and a certain intelligence, study of the Liberal Arts can make an incalculable addition to the refinement of her taste and to the depth and intensity of her life in general.

A unique feature of a Lasell education is the care with which all curricula have been organized to achieve a correct balance of technical courses in any of the various fields of specialization offered with courses of a purely cultural nature in the area of the Liberal Arts. Certain minimum requirements in the Liberal Arts are exacted in most of the curricula, but by a judicious use of her electives a Lasell girl can, regardless of her major field, graduate with an introduction to history, philosophy, the social sciences, literature and the arts sufficient to guide her reading and stimulate her intellectual growth for the rest of her life.

In addition to this basic contribution to the culture of the technically trained student, Lasell also offers a Liberal Arts major leading to the Associate in Arts degree. This major is designed to serve two types of student particularly: the girl who wants a full four year Liberal Arts education and plans to transfer to a senior college after her graduation from Lasell, and the girl who shares this belief in the importance of the Liberal Arts in the culture of the individual but who cannot, for any of a variety of reasons, devote four years to their study. To be recommended for transfer, a student must maintain a B average and must have a secondary school record satisfactory to the college to which she plans to transfer.

# LIBERAL ARTS

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
French or Spanish	4	4
Zoology, College Chemistry, or College Algebra	3-4	4
History of Civilization or Sociology	3	3
Electives (to be chosen from Liberal Arts subjects)	2-3	1-3
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

English Literature or other literature course	3	3
French or Spanish	4	4
College Chemistry or Zoology	4	4
Psychology or a Social Study	3	3
Electives (to be chosen from Liberal Arts subjects)	1-3	1-3
	<hr/> 15-17	<hr/> 15-17

## Medical Secretarial

Medicine and its related fields have been found to hold a high place on the list of career interests of many young women today, and for those who find it impossible to undertake the long program of professional training necessary to become a doctor of medicine or a registered nurse, the position of medical secretary offers a challenging and rewarding alternative. Job opportunities are nearly unlimited in doctors' offices, hospitals, clinics, medical departments of insurance companies, state or city health departments, pharmaceutical houses, and in many other offices where a combination of secretarial and scientific training is an indispensable requirement.

The Medical Secretarial curriculum is built on a solid foundation of science courses, such as anatomy, physiology, and chemistry, in addition to a full year of practice in the laboratory techniques particularly useful to the medical secretary. On the basis of this training the student is prepared to handle the routine clinical operations which will be her job in the average doctor's office, such as chemical and microscopic urinalysis, blood counts and blood typing, pulse rates, body temperatures, and preparation of injections.

Concurrently with her scientific training, the student is also being prepared to handle routine office procedures, to make appointments, to greet patients, keep financial records, to take medical case histories and other records both from shorthand notes and machine dictation, and to develop an understanding of and familiarity with medical problems through a constant study of medical terminology.

The Medical Secretarial curriculum is subject to a constant process of reevaluation in order to keep its offerings parallel to recent developments and new discoveries in the rapidly changing field of medicine which will have an effect on clinical practices or office procedures important to the effectiveness of the doctor's secretary. In addition to classroom exercises and laboratory experience, field trips to the clinical laboratories of a near-by hospital help the student gain a working knowledge of basal metabolisms and electrocardiograms.

An interesting by-product of the Medical Secretarial curriculum is the fact that the experience of the course is frequently a vital factor in the decision of a number of medical secretaries to further their education as medical technicians or nurses.



# MEDICAL SECRETARIAL

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
General or College Chemistry	3-4	3-4
Anatomy and Physiology	3	3
Elementary or Intermediate Shorthand	4	4
Elementary or Intermediate Typewriting	3-2	3-2
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Advanced Medical Shorthand	4	4
Advanced Typewriting	2	2
Laboratory Techniques for the Medical Secretary	3	3
Medical Secretarial Practice	3	-
Professional Bookkeeping	-	3
Elective (Introductory Psychology recommended)	3-5	3-5
	<hr/> 15-17	<hr/> 15-17

# Nursing

## GENERAL INFORMATION

The Lasell Nursing Program, established in 1954, provides three years of carefully integrated academic education and professional experience leading to an Associate in Science degree. Upon completion of this program the student is eligible to take the Massachusetts State Board examinations in order to qualify as a Registered Nurse (R.N.).

For the first two academic years students combine laboratory sciences, Liberal Arts courses, and nursing subjects with clinical experience at the Peter Bent Brigham Hospital. Students are afforded the opportunities of a college environment enriched with a variety of extra-curricular activities designed to develop the student's intellectual, social, and emotional maturity as she prepares for professional nursing.

During the summer sessions and the third year, students are in residence at the Peter Bent Brigham Hospital, Boston Lying-in Hospital, Children's Medical Center, and the Massachusetts Mental Health Center. These facilities provide excellent opportunities for students to augment theory and to acquire good clinical experience in major areas of nursing. Patient care is closely correlated with the classroom instruction and supplemented by ward clinics to make the learning process effective and meaningful.

The Lasell Nursing Program is planned to prepare students to function effectively as professional bedside nurses with the patient's physical, emotional, and spiritual welfare as the primary consideration. Those who wish to continue their nursing education transfer to a senior college or university for the bachelor's degree in Nursing after the completion of the Lasell Program.

## ENTRANCE REQUIREMENTS

A student applying for the Lasell Nursing Program should be able to submit an above-average college preparatory record of sixteen units, including four units of English, two units in mathematics, two units in science, and two units in social studies. Two years or more of a foreign language are strongly advised. A Nursing candidate must also earn satisfactory scores on Nursing Aptitude tests. She must be in excellent physical health and have ability and character ratings that indicate success in the nursing profession. Finally,

she must be a person with a sincere desire to dedicate her interests and energies to the finest traditions of the nursing profession.

**EXPENSES** The cost for the first two years of the Nursing Program is the same as for students in any of the other Lasell curricula, except for moderate additional charges for transportation to and from the Hospital and for the required uniforms. Expenses for each of the first two summer sessions will be \$150.00. The charge for the third year of required hospital experience (including affiliations) should not exceed the current tuition rate.

## NURSING

FIRST YEAR	CREDIT HOURS	
	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Anatomy and Physiology	3	3
General Chemistry	3	3
*Fundamentals of Nursing	4	4
Sociology	3	—
Microbiology	—	3
	<hr/> 16	<hr/> 16
<b>*FIRST SUMMER SESSION</b>		
Medical and Surgical Nursing I	6	
Operating Room Nursing	4	
Pharmacology	2	
	<hr/> 12	
<b>*SECOND YEAR</b>		
*Medical and Surgical Nursing II	5	5
Introductory Nutrition	3	—
Therapeutic Nutrition	—	3
Introductory Psychology	3	—
Psychology of Personality	—	3
Therapeutic Foods	—	1
Electives (History, Literature, and Speech recommended)	5-7	5-6
	<hr/> 16-18	<hr/> 17-18

\*Clinical Practice at affiliating hospitals.

4 hours per week of clinical practice carries one semester hour of credit.

## NURSING (continued)

	CREDIT HOURS
<b>*SECOND SUMMER SESSION</b>	
History of Nursing	1
Medical and Surgical Nursing III	6
	<hr/>
	7
 <b>*THIRD YEAR</b>	
Professional Adjustments	1
Senior Nursing Seminars	2
Out-patient Nursing	4
Pediatric Nursing	6
Obstetric Nursing	6
Psychiatric Nursing	6
	<hr/>
	25

\*Clinical Practice at affiliating hospitals.

4 hours per week of clinical practice carries one semester hour of credit.

## Pre-Clinical Medical Technology

The Pre-Clinical Medical Technology curriculum offers the student the first two years of preparation for the career of Registered Medical Technician. Medical technology is a relatively new specialty in the field of medicine, and its rapid growth in importance in recent years makes it an extremely attractive vocation, from the point of view of both the nature of the work involved and the wide choice of employment possibilities open to the qualified person. The great and growing number of medical laboratories in private medicine, public health, hospitals, and industry have created a constant demand for technicians meeting the high personal and professional standards involved.

In order to be eligible for official recognition as a registered technician, after January 1, 1962, it will be necessary for the Lasell Pre-Clinical Medical Technology major to obtain a third year of college credit before entering the required year of technical training in an approved hospital training school where she will gain practical laboratory experience, under carefully controlled conditions, in biochemistry, hematology, parasitology, histology, and serology.

Early in her Lasell course the Pre-Clinical Medical Technology major ought to discuss her plans for transfer with her academic advisor in order to make certain that she is choosing a senior college or university that offers a medical technology major and to check its catalog to be sure she is taking necessary courses at Lasell to prepare her to meet the entrance requirements of the college in question.

Upon completion of a third year of college credit and the hospital training, a student is eligible to take qualifying examinations given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as a registered medical technician.

## PRE-CLINICAL MEDICAL TECHNOLOGY

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Zoology	4	4
College Chemistry	4	4
Sociology	3	—
Social Problems	—	3
Electives (Liberal Arts: College Algebra, Trigonometry, Language, Literature, or History recommended)	3	3
	<hr/> 17	<hr/> 17

### SECOND YEAR

Medical Laboratory Technology	3	—
Microbiology	—	3
Quantitative Chemistry	—	4
Organic Chemistry	4	—
Comparative Vertebrate Anatomy	4	4
Introductory Psychology	3	—
Psychology of Personality	—	3
Elective (Language, Philosophy, Literature, or History recommended)	3	3
	<hr/> 17	<hr/> 17



The Retailing curriculum prepares the student to qualify for the many excellent opportunities that exist in the field of merchandising today. Lasell's proximity to Boston makes it possible to supplement work in the classroom with frequent appearances by guest lecturers in publicity, management, personnel and other specialties in the Retailing field.

The Retailing curriculum develops an understanding in the student of the place of merchandising in our economic organization. At the same time practical knowledge of merchandise itself is provided in courses emphasizing design, color, materials, and construction. Other courses in salesmanship, the problems of business organization and management, buying techniques, personnel relations, credit procedures, merchandising mathematics, and statistics give the student an appreciation of the vast undertaking represented by modern American retailing.

Through electives, Retailing majors not only strengthen their preparation in their special field, but add to the enrichment of their cultural backgrounds with course work in music, dramatics, history, science and literature. They are also urged to take full advantage of Boston as a center of the arts, and to become acquainted with its museums, theaters, and concert halls.

A special feature of the Retailing curriculum at Lasell is the annual work period required of all majors in the field. Under this arrangement, students are assigned to any of a number of cooperating department stores either in the Boston area or near their own homes, where they spend the period between Thanksgiving and Christmas in gaining first-hand experience of retailing promotional techniques, working conditions, and store management.

Retailing majors should be able to meet the minimum employment requirements of the cooperating stores in the program, and to secure and hold their positions. It is not necessary for entering freshmen to try to obtain positions before registering at the College since all arrangements are made by, and subject to the approval of, the Chairman of the Retailing Department. It is helpful if the student can arrange to include two dark suits or dresses suitable for business wear in her wardrobe, in order to be prepared to conform to the dress regulations of most of the stores cooperating in the Retailing work period program.

## RETAILING

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Speech	2	2
Clothing Construction	2	—
Textiles	—	3
Color, Line, and Design	3	3
Salesmanship and Merchandise Information	2	—
Mathematics for Retailers	—	2
Store Organization and Management	—	2
General Typewriting (if necessary)	2	—
Electives (History of Fine Arts or General Advertising recommended)	2-3	2-3
	<hr/> 16-17	<hr/> 17-18

### SECOND YEAR

Retail Training	3	3
Principles of Economics for Retailers	3	3
Introductory Psychology	3	—
Psychology of Personality	—	3
Electives (Liberal Arts courses recommended)	6-7	6-7
	<hr/> 15-16	<hr/> 15-16

In keeping with the best interests of both business and the individual, the Secretarial curriculum is designed to produce secretaries equipped with every business skill demanded by employers today and at the same time to afford the means of obtaining contact with cultural and extracurricular experiences conducive to more effective living.

The technical courses in the Secretarial curriculum have been planned to offer not only the basic vocational skills in shorthand and typewriting, the operation of business machines, filing, maintenance of financial records, and business forms, but also to prepare the Secretarial graduate to appreciate the special problems of business, and to understand and accept the responsibilities which will be given her. Supplementary elective courses chosen from a wide field of Liberal Arts subjects assist the new secretary to enter upon her career in business as an intelligent and well-informed young woman.

Standards of proficiency in the fundamental secretarial skills of shorthand and typewriting are purposely high, and the student is expected to exceed the minimum requirements in both speed and accuracy if she wishes to achieve success in the highly competitive search for the top secretarial positions in the business world.

Every year graduates of the Lasell Secretarial Department go into responsible careers in the various fields of law, insurance, advertising, manufacturing, education, radio, and aviation, and wherever else well-trained and well-educated clerical or secretarial assistants are in demand. In general, secretarial training paves the way to earning a livelihood, to building a prolonged career in business, or to filling a place of leadership and responsibility in industry, the community, or the home.

A special feature of the Secretarial curriculum is the Business Workshop, required of all Secretarial seniors, where the students gain first-hand experience in the use of a wide variety of dictation and other business machines under conditions simulating an actual office. The Secretarial Department also makes available to the student body a non-professional typing course aimed at the student in other departments of the College who would find a knowledge of typewriting useful for correspondence, term papers, or manuscripts.

# SECRETARIAL STUDIES

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Elementary or Intermediate Shorthand	4	4
Elementary or Intermediate Typewriting	3-2	3-2
Business Arithmetic	3	-
Business Law	-	3
Elective (Liberal Arts course recommended)	3-4	3-4
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Secretarial Training	2	2
Advanced Shorthand	4	4
Advanced Typewriting	2	2
Business Workshop	(1)	(1)
Accounting or Principles of Economics	3	3
Elective (Liberal Arts course recommended)	4-5	4-5
	<hr/> 15-17	<hr/> 15-17

## Academic, Pre-Professional, and General Curricula

In recognition of the almost endless variations in background, interest, and talent that exist in any representative group of young women, Lasell has long made it a policy to assist in the arrangement of individual curricula calculated to satisfy the needs and fulfil the potentialities of students whose professional aims or natural gifts seem to point in a direction not covered by any of the more or less standard collegiate programs of study. In addition to the curricula and major fields outlined in the preceding pages, the College also offers three generalized curricula susceptible of a certain latitude in choice of course work, the underlying principles being that the completed program must meet the student's serious vocational or personal needs, and that it must form, in the opinion of the Academic Dean, a coherent and integrated plan of study without falling into the extremes of over-specialization or miscellaneousness.

The **ACADEMIC** curriculum, leading to the Associate in Arts degree, is built around a core of Liberal Arts electives, with a minimum of 44 semester hours but with the added possibility of a number of electives both years in non-Liberal Arts subjects. The curriculum is designed for the girl who would like to combine a liberal education with the opportunity to follow a side interest in one of the arts or to equip herself with the fundamentals of some of the basic skills of the business office.

The **PRE-PROFESSIONAL** curriculum is devoted to the preparatory training of the student who plans to continue with advanced work in some professional field (other than those already mentioned in the foregoing pages) after her graduation from Lasell. The curriculum is made up on an individual basis to satisfy the entrance requirements of the professional school of the student's choice. This curriculum is of special interest to the girl who intends to be a physio-therapist or occupational therapist, or to the nursing student who prefers to get her training in a hospital school of nursing rather than in the three-year Lasell program.

The **GENERAL** curriculum is exploratory in essence and is dedicated to the student who finds it helpful or necessary to investigate certain of her interests or skills before being committed to a definite vocational goal. It leads to the Associate in Science degree.



## **COURSES OF INSTRUCTION\***

### **Art**

#### **ART 101; 102. Art Appreciation (6)**

This course presents an introduction to design and color fundamentals and relates these basic art principles to varied areas in everyday living. Lectures, discussions, and readings stress the importance of art for the individual in the home. Sensitivity to design quality is developed, with examples chosen from the fields of ceramics, glass, textiles, and hand-crafted and machine-made products in wood, metal, and plastics. Trends in the fields of architecture, sculpture, painting, and the graphic arts are considered during the second semester. Films, slides, demonstrations, and field trips to museums and art galleries emphasize the development of observation and appreciation in the visual arts.

#### **ART 104. History of Fine Arts (3)**

A survey course covering examples of architecture, sculpture, and painting representative of selected periods in the history of art. An understanding of the work of art in relation to the particular cultural period in which it was created is stressed. Emphasis in the second half of the course is on contemporary art expression.

#### **ART 105-106. Drawing and Design (6)**

An introductory course designed to stimulate a creative approach towards drawing and design. Students are given the opportunity to explore the fundamentals of design in the second and third dimension in a variety of materials and media. Experience in solving problems of design encourages the students to observe and to develop an awareness of their surroundings.

#### **ART 107. Drafting and Sketching (1)**

This is a basic course introducing the student to primary mechanical drawing practices and to the principal methods of achieving the illusion of three-dimensional form, space, and distance on a two-dimensional surface. Lectures and studio work include projects in mechanical and free hand perspective drawings, renderings, and measured plan and elevation views of building interiors and exteriors, furniture, accessories, figures and landscapes.

#### **ART 108. Architectural Design (1)**

This is a lecture and studio course in the design of contemporary domestic and industrial architecture. Lectures and studio work cover

\*For an explanation of the numbering system used in this part of the catalogue see page 19.

creative functional interior and exterior planning, building material selection and use, and building land and community orientation. Projects are given covering original work in plot plans, landscaping, building plans and elevations, perspective renderings, and three-dimensional scale models of homes, schools, churches, hotels, offices, and other building types. Prerequisite: Drafting and Sketching, or by permission of instructor.

#### **ART 109-110. General Crafts (2)**

The course is planned to give the student an individual and creative approach to designing useful objects in clay, metal, fabric, and leather. Individual projects are planned according to interests, abilities, and vocational plans of the student. For terminal credit only.

#### **ART 111-112. Introductory Crafts (8)**

The first-year course is designed to give the student a thorough foundation in the crafts of metal, ceramics, weaving, and leather work. Emphasis is placed on how to use the materials and tools in order to produce original designs that conform to the nature of the material. Field trips to local museums, craft shops, and exhibitions will be a part of the course so that the student can become familiar with work of professional quality and design. Primarily for crafts majors.

#### **ART 113-114. Introductory Interior Design (6)**

This course emphasizes the development of sensitivity as well as technical training, with proficiency in design and ability to put across graphically an idea being kept as a constant goal. Research is pursued which includes past architectural and furniture developments, and use of the many contemporary contributions to this and related fields. Familiarity with furniture and fabric houses which are open to the professional decorator and opportunities to talk with people in the field enable the student to know the business aspects of interior design. Corequisites: ART 105-106 and ART 121.

#### **ART 115-116. Fashion Illustration (6)**

The emphasis of this first-year fashion illustration course is placed on the drawing of the human figure as applied to fashion, with students posing for one another. Lectures introduce rendering techniques, layout work, lettering, reproduction processes in preparation for the creation of complete fashion layouts. Corequisite: ART 105-106.

#### **ART 117-118. Advertising Design (6)**

Studio problems give an opportunity for creative experimentation and technical development, with practical application of theories in layout, design and production relative to the medium of advertising. Field trips to printing houses and exhibits are arranged. Corequisites: ART 105-106 and ART 121 and 122.

**ART 121. Lettering****(1)**

Practice is given to the letter forms of Roman, Gothic, Script, and Italic, with consideration of the tools and media best suited to their production. Additional problems are related to the trends of commercial art and foster the development of creative lettering. Required of all Art majors. Corequisite: ART 105-106.

**ART 122. Advanced Lettering****(1)**

Assignments are related to the student's major art course and further experiments with varied media are completed. Required of Advertising majors; elective for other Art majors. Prerequisite: ART 121.

**★ART 201-202. History of Art****(6)**

This course surveys the history of art from ancient to modern times with emphasis on developing the student's ability to appreciate and evaluate examples of architecture, sculpture, and painting in relation to the historic periods during which each was developed.

**ART 203-204. Painting****(4)**

In this second-year course the student continues the various approaches to drawing and design initiated in her first-year program with emphasis on work in oil and water color painting. The ideal of the course is that each student may have the opportunity of developing her personal means of expression. Subject matter and media vary according to individual needs. Lectures accompanied by slides and films and discussions center about current trends in painting. Outside sketching assignments are necessary. Prerequisite: ART 105-106.

**ART 205-206. Figure Drawing****(2)**

The course is designed to familiarize the student with the fundamentals of drawing as they apply to the human figure. The problems considered include proportion, light and shade, individual characterization and related matters. The figure is considered in relation to its environment and composition is emphasized. Various techniques are employed.

**ART 211-212. Advanced Crafts****(6)**

The second year of crafts provides opportunity to solve more advanced problems and to develop further skills and techniques. Emphasis is placed on creating an individual and original approach to design through a sensitive awareness of materials and their possibilities. In order to do advanced work in one of the crafts, the student is encouraged to specialize in the craft of her choice. Prerequisite: ART 109-110.

**ART 213-214. Advanced Interior Design****(6)**

For the student who desires to use her design knowledge in relation to planning of interiors, this course is concerned with aspects of the continuing development begun in the first year that may culminate in placement in the field. Individual problems in rendering and group research are constantly required which develop the student's ability to work with

color, texture, and form as related to interiors. Prerequisite: ART 113-114; corequisite: ART 201-202 and ART 203-204.

### **ART 215-216. Advanced Fashion Illustration (6)**

The purpose of this course is to afford the student who is specializing in the field of fashion illustration further experience in various high-style rendering techniques, figure drawing, and layout planning. The second semester's work is reserved for preparing and assembling a portfolio for the seniors. Prerequisite: ART 115-116.

### **ART 217-218. Advanced Advertising Design (6)**

Studio work continues the training offered in ART 117-118. In addition, advanced lectures are given in design, production, media, and general advertising procedure. Visits to printing and engraving houses are arranged. Prerequisite: ART 117-118.

### **ART 221-222. Poster Techniques (2)**

Poster Techniques offers art majors further experience in advertising design. Class work is based on posters created to advertise campus activities. The course provides the student with an opportunity to build skill in developing effective layouts and lettering techniques. Discussions on display and fundamentals of advertising appeal are included in the instruction.

## **Child Study**

### **CHILD STUDY 101-102. Child Development (6)**

This course deals with the growth and development of children from conception through adolescence (with emphasis on infancy and the pre-school years) as observable from the child's daily life and activities. Class discussions concern characteristic behavior as related to the growth sequence; the influences of adult guidance; and the health, welfare, and social environment of young children. Corequisite or prerequisite: SCIENCE 105s, 101-102, or 103-104.

### **CHILD STUDY 103-104. Art for Childhood Education (6)**

This course for Child Study students is planned to meet their future needs in teaching young children. Art, as an important means through which the child develops, is presented in a series of problems in which the student experiments with a variety of materials which aid her in developing the necessary ability to present art experiences to children. The student gains an understanding of the child's approach to art, a knowledge of the kinds of art which encourage creativity, and an appreciation of the standards used in judging child art. Readings in the field of art education and lectures accompanied by slides are included.



## **CHILD STUDY 201-202. Orientation in Early**

### **Childhood Education**

**(8)**

This course is a survey of the field of early childhood education. Discussions cover the essentials of good education for young children; methods by which the modern nursery school and kindergarten seek to meet the physical, social, emotional, and intellectual needs of young children; qualifications for teachers of young children; and career opportunities in the field. Three hours per week at the Lasell Child Study Center provide opportunity for practical experience in the observation of childhood development and behavior. Prerequisite: CHILD STUDY 101-102.

## **MUSIC 205-206. Basic Music for Child Study Majors** **(4 or 6)**

For a description of this course, see under MUSIC.

## **★PSYCHOLOGY 204. Child Psychology** **(3)**

For a description of this course, see under PSYCHOLOGY.

## **CHILD STUDY 207-208. Children's Literature** **(4)**

This course is devoted to a study of the classics in the literature for children up to and including the work of the best contemporary writers in the field. Students practice story-telling to children's groups in the third quarter of the course, and write stories of their own in the last quarter. Field trips are included. Prerequisite: SPEECH 105-106.

## **Dramatics and Speech**

### **DRAMATICS 101-102. Fundamentals of Play Production** **(4)**

This course provides a foundation in the techniques of staging through active participation in the choosing of plays, preparation of sets and properties, acting, costuming, make-up, lighting, publicity, and house management for the major college productions of the year. Observation and discussion lead to appreciation of the current trends and problems in the world of the theatre. Members of the class automatically become members of the Lasell Workshop Players.

### **DRAMATICS 201-202. Advanced Play Production** **(4)**

This class participates in all major productions of the Lasell Workshop Players as a means of gaining further practical experience. Members carry on individual research in the more technical aspects of the theatre and in the analysis of acting techniques. Reading of outstanding plays and the writing of original plays is encouraged. Each student directs a one-act play as a laboratory project. Prerequisite: DRAMATICS 101-102.



## **DRAMATICS 205. Problems in Acting**

**(2)**

Through research and practice, the student becomes aware of the functions of the actor. Action, diction, and voice control are considered, as well as the techniques for playing the various types of drama. Original dialogue or selected scenes from famous plays are used as workshop material. Offered in alternate years. Prerequisite or corequisite: DRAMATICS 101-102.

## **DRAMATICS 206. Problems in Directing**

**(2)**

This course is concerned with the media of the director, and how they are most effectively employed. Emphasis is laid on play analysis, tryouts and casting, rehearsal procedures, stage composition and movement. As a part of the course, each student selects casts, and directs a one-act play. Offered in alternate years. Prerequisite or corequisite: DRAMATICS 101-102.

## **★SPEECH 105-106. Speech**

**(4)**

The purpose of this course is to train the student to address effectively both formal and informal gatherings. Classroom exercises are designed to help overcome nervous mannerisms and manifestations of self-consciousness, and to teach the logical organization of material and the art of presenting a talk clearly and interestingly. Special attention is given to the needs of those entering the field of business.

## **English**

## **★ENGLISH 101-102. Freshman English**

**(6)**

The first semester of this course is devoted to the development of efficient skills in reading subject matter of graded complexity and in writing simple, clear, and effective English prose. An anthology of thought-provoking essays and a weekly theme are the principal tools of the course. Use of the library and the writing of the research paper are also covered, and in general every effort is made to help each student establish for herself the highest possible standards of literacy and technical correctness.

In the second semester the emphasis of the course is modified to include the study of four literary types—poetry, plays, short stories, and the novel—the reading and discussion of which serve as the point of departure for the written exercises assigned in this half of the year.

During both semesters, however, individual instruction outside scheduled class hours, and remedial work in small groups under the direction of the instructor, form an integral part of the content of the course.

**★ENGLISH 102a. Introduction to Literature**

**(3)**

This course is an optional alternative to the second semester of Freshman English and is a part of that course with the same transfer credit. Superior students who have demonstrated their mastery of English fundamentals in the first semester of Freshman English may, at the recommendation of their instructor, elect to complete the requirements of their first year by taking this course. In addition to supplying insights into the techniques and methods of literature useful to the general reader, the course also raises some of the great aesthetic and critical questions and suggests some of the traditional answers—all to the end that reading may be made a more pleasurable and more meaningful activity both in college and after graduation.

**★ENGLISH 201-202. English Literature**

**(6)**

This course is organized around the proposition that the literature of England constitutes the chief artistic inheritance of all English-speaking people everywhere and that a knowledge of this literature is an indispensable part of every American's culture. The first semester surveys the major figures of English literary history from Chaucer, Spenser, Shakespeare and Milton through the first half of the Eighteenth Century. The second semester spans the period from Dr. Johnson to T. S. Eliot.

**★ENGLISH 205-206. American Literature**

**(6)**

A survey of the history of literary thought in America from Colonial times to the present, with emphasis on those writers whose intrinsic merit will lead the student to a deeper appreciation of reading. The course stresses such representative writers as Edwards, Bryant, Hawthorne, Poe, Melville, Emerson, Thoreau, Whitman, Mark Twain, Henry James, Dreiser, Hemingway, and Frost. Advantage is taken of Lasell's location near the literary landmarks of greater Boston to add interest to the course.

**★ENGLISH 209; 210. World Literature**

**(6)**

Not offered in 1960-61.

**★ENGLISH 212. The Bible as Literature**

**(3)**

Re-numbered SOCIAL STUDIES 224. (See page 66.)

**★ENGLISH 215; 216. The English Novel**

**(6)**

Although this course will survey the entire history of the novel in English from its Elizabethan origins onward, the principal emphasis will remain focused on the great figures in English fiction of the Nineteenth and Twentieth Centuries. Reading for the first semester will range from Fielding through Thomas Hardy, while the second semester will bring the study down to include the most significant novelists of our own day.

**★ENGLISH 217-218. Contemporary Literature (6)**

A chronological survey of the major literary contributions of the Twentieth Century with special emphasis on poetry and the short novel. Principal figures studied will be Yeats, Joyce, Unamuno, Eliot, Woolf, Gide, Mann, Frost, Thomas, Camus, and Moravia. An understanding of critical judgment and a sense of contemporary literary values will be developed through class discussion of major thought patterns of the century, analysis of literary techniques, and individually assigned readings related to the student's interests. Open only to seniors.

**★ENGLISH 225. Introduction to Shakespeare (3)**

This course prepares the student for a more profound understanding and appreciation of one of the greatest creative geniuses of the Western World. *Richard III*, *Richard II*, *A Midsummer Night's Dream*, *As You Like It*, *Othello*, *Hamlet*, *Troilus and Cressida*, and *The Tempest* will be studied from the point of view of Shakespeare's acute observation and inspired re-creation of man as well as in the light of his dramatic method, sources, and the stage conventions of his day.

**★ENGLISH 226. Modern Drama (3)**

This course is designed to increase the student's enjoyment of current drama and the theatre through the study of such important playwrights of the present and recent past as Ibsen, Chekov, Pirandello, Shaw, Barrie, O'Neill, Anderson, and Miller. Emphasis is placed upon the variety of modern dramatic forms as literature, and the close relationship of drama to contemporary intellectual and artistic movements.

## **French**

**FRENCH 101-102. Elementary French (8)**

First-year college French. The course introduces the student to the fundamentals of French grammar and reading, with special emphasis on pronunciation. Particular attention is given to conversation concerning French daily life and cultural background.

**FRENCH 103-104. Intermediate French (8)**

This course is open to students offering two units of high school or one year of college French. It includes grammar review, reading, conversation, composition and vocabulary building. One of the chief purposes of the course is to familiarize the student more fully with colloquial French and to enhance her fluency in daily conversation.

## ★FRENCH 201-202. Advanced French

(6)

Students offering three units of high school French or FRENCH 103-104 are eligible to take this course. Advanced French grammar and free composition are studied, with special attention to conversation and the use of idiomatic expressions. Reading texts are chosen from the best modern French literature. Language records and the tape recorder help the student gain fluency.

## ★FRENCH 225-226. Survey of French Literature

(6)

The reading and class discussion of representative works by the most significant writers in French literary history constitute the basis of this survey. In general, the first semester is devoted to the literature of the Middle Ages, the Renaissance, and the Seventeenth Century; the second semester to the Eighteenth, Nineteenth and Twentieth Centuries. Four units of high school French or FRENCH 201-202 are prerequisite.

## Home Economics

### HOME ECONOMICS 101-102. Fundamentals of Clothing (6)

Through the construction of cotton, woolen, and rayon garments, the student learns the use and care of the sewing machine; the fundamental construction processes; the selection, use and alteration of commercial patterns; and the fitting of garments. Instruction in hand sewing, both plain and decorative, and the care and repair of clothing are also included. Individuality in color, line and design of the garments made is emphasized. This full year of clothing study is open as an elective for freshmen and seniors for September registration.

### HOME ECONOMICS 105s. Clothing Construction (2)

Through the construction of simple garments, the student learns to recognize well-made, ready-to-wear garments. Emphasis is placed on cutting, fitting and finishing, and fundamental construction techniques.

### HOME ECONOMICS 121-122. Foods (6)

A study of the principles of food preparation in relation to meal planning. Consideration is given to problems involved in the purchase of food and the planning preparation and serving of meals. In lectures special emphasis is placed on nutritional values and on organization and management of time, money and energy in relation to meal planning. Prerequisite for HOME ECONOMICS majors: high school chemistry or co-requisite, SCIENCE 111-112 or SCIENCE 113-114.



## **HOME ECONOMICS 201. Advanced Clothing (3)**

This course consists of a concentrated study of commercial patterns, including French and original designs, and some experience in pattern drafting. Work on silk and wool garments with special emphasis on tailoring is included, as well as advanced study of construction and line in which each student is encouraged to develop individuality in dress. A special study is made of the underlying principles of selecting and constructing suitable clothing for children. Prerequisites: HOME ECONOMICS 101-102, except by permission of the instructor.

## **HOME ECONOMICS 202. Draping and Pattern Drafting (3)**

The basic principles of designing are taught in this course by draping in muslin directly on the dress form. Elementary techniques of pattern making and practice in drafting a pattern either from the draped garment or from a sketch are also covered. Each student is required to have her own dress form, which may be purchased through the College if desired. Prerequisite: HOME ECONOMICS 201.

## **HOME ECONOMICS 203. Fashion and Personal Design (3)**

A study of color, line, and history of fashion designed to aid the student in understanding styles of today. Through basic principles the student learns to analyze herself and to choose a becoming hair style, to use make-up skillfully, to master the selection of clothing and the grooming techniques which best express her own individuality. She learns to buy apparel which will fit her budget, be correct for the occasion and suitable for the size, build, coloring and personality of the wearer.

## **HOME ECONOMICS 205s. Textiles (3)**

This course includes the history and development of the textile industry; the study of fibres and the processes of manufacture; the identification and economic use of fabrics; and the selection, care, and hygiene of clothing.

## **HOME ECONOMICS 207-208. Creative Fashion Design (4)**

This is a more advanced course for majors in Clothing and Fashion Design in which the student learns to apply the theories of pattern drafting, clothing construction, and personal analysis in a creative way through the use of fashion designing as an art medium. Corequisite: HOME ECONOMICS 201.

## **HOME ECONOMICS 221. Introductory Nutrition (3)**

A study of the fundamentals of nutrition and the scientific use of diet in health and disease. In lectures, special emphasis is placed on the nutritive requirements of the body, menu planning, and diet for special conditions. Prerequisites: HOME ECONOMICS 121-122 and SCIENCE 111-112.

## **HOME ECONOMICS 222. Therapeutic Nutrition (3)**

A concentrated study of physical diseases and their causes, treatment, and nutritional requirements forms the basis of this course. Balanced medical dietaries are planned for a variety of specific diseases in order to familiarize the student with all types of required nutritional care. Prerequisite: HOME ECONOMICS 221.

## **HOME ECONOMICS 235s. Management for Effective Living (2)**

A survey course for seniors who are interested in information directly applicable to homemaking. Materials selected for study include housing problems, household and personal finances, budgeting, household buying, and discussion of family relations.

## **HOME ECONOMICS 237s. Elective Foods (2)**

A concentrated meal planning and preparation course specifically designed for the future homemaker. Timing plans, methods of cooking, preparation and service of meals, teas, and other forms of refreshment are completely covered. One field trip will be arranged to visit a local market for quality, quantity, and comparative price study. A white coverall apron is required. For freshmen by special permission of the instructor only.

## **HOME ECONOMICS 240. Child Care (3)**

A study of the physical and mental needs of the young child from infancy to six years of age. Special emphasis is placed on the prenatal care of the mother, the care of the infant, and the required adjustments to the family routine. Prerequisite: SCIENCE 105s.

# **Mathematics**

## **MATHEMATICS 103. Review Mathematics**

A survey of the fundamentals of mathematics particularly designed to fit the needs of freshmen. Emphasis of the course is placed on the development of speed and accuracy in calculation. Not for credit.

## **MATHEMATICS 104. Mathematics for Retailers (2)**

Intended for freshmen in the Retailing curriculum, the course reviews the fundamentals of arithmetic, with emphasis on speed and accuracy. Problems of markup and markdown, methods of figuring inventories, stock turnover, stock-sales ratios, and the computation of profits are also included.

## **★MATHEMATICS 201. College Algebra (3)**

This course includes permutations, combinations, probability, complex numbers, theory of equations, and also an introduction to analytic geometry and to the calculus. Prerequisite: high school ALGEBRA 2.



## ★MATHEMATICS 202. Trigonometry (3)

Definitions and relations of the six trigonometric functions as ratios; proof of fundamental formulas and simple identities derived from them; solution of simple trigonometric equations; derivation of law of sines and law of cosines; theory and use of logarithms; solution of right and oblique triangles and practical applications. Prerequisite: high school GEOMETRY.

## ★MATHEMATICS 204. Differential Calculus (3)

This course includes the study of functions, limits, continuity, derivative, algebraic functions, applications of derivative, differential, discontinuities, integration, trigonometric functions including inverse functions, exponential and logarithmic functions, hyperbolic functions, curvature, curve tracing. Prerequisite: MATHEMATICS 201 or equivalent.

## Music

### ★MUSIC 101-102. Introduction to Instrumental Music (6)

This course is a study in the enjoyment and appreciation of music from the standpoint of the general listener. The history of music will be covered briefly and certain master works from important periods of musical development will be studied in more detail. Particular emphasis will be placed on symphonic form and the orchestra.

### MUSIC 105-106. Basic Music for Child Study Majors (4 or 6)

One hour a week of this course will be devoted to the teaching of music for children, with emphasis on songs, rhythmic games and instruments. During two further hours a week, the fundamentals of music notation and work at the piano will be taught to enable the student to play simple accompaniments. Students already possessing an adequate background in piano will be excused from these latter two hours by passing an audition in sight reading and piano technique. The second semester's work will include practice drills in sight reading and in harmonizing simple children's songs.

### ★MUSIC 201-202. Introduction to Vocal Music (4)

This course, like MUSIC 101-102, is a study in the enjoyment of music from the standpoint of the general listener, with the difference that the emphasis is on music written for the human voice rather than for instruments. Opera, oratorio, and concert literature for the voice will be studied.

### ★MUSIC 250-251. Elementary Harmony

Private lessons in elementary harmony are available by special arrangement through the individual student's Academic Advisor.

### **MUSIC a. Applied Music**

The study of applied music is available for beginners and for students in all stages of advancement. Lessons in voice, piano and organ, and other instruments may be taken.

### **MUSIC b. The Orphean Club**

This Club aims to develop the vocal talent of the College by means of the highest type of ensemble music for women's voices. All students who pass the simple tests given in voice are eligible to become active members of the Club and to continue as such during their connection with the College. Members of the Orphean Club are required to serve in the Choir as occasion demands, and are subject to the rehearsal schedule of that organization. (See Music c.)

### **MUSIC c. The College Choir**

The Choir is composed of thirty students who are taken from the Orphean Club. Since this group is changed monthly, each member of Orphean has an opportunity to serve in the Choir at least once each year. The Choir sings for the College chapel services and presents special music for services preceding the Christmas and Easter vacations. Occasionally the Choir accepts invitations to sing away from the campus or to broadcast on the radio. The Choir rehearses three times a week: forty-five minutes on Mondays, and half an hour following Orphean Club rehearsals on Wednesdays and Fridays.

## **Nursing**

### **NURSING 103-104. Fundamentals of Nursing (8)**

An introductory course designed to provide a foundation for future clinical courses in the Nursing curriculum. The course focuses attention on the development of scientific skills and understandings which are necessary to meet the basic physical and psychological needs of the ill. Also considered are the professional aspects of nursing and the guiding principles involving professional ethics of the nursing profession today. A unit in Pharmacology is concerned with common pharmaceutical terms and symbols, methods of computing dosages of drugs, preparation of solutions, and the principles and techniques of medicine administration.

### **NURSING x107. Pharmacology (2)**

This course concerns the study of drugs, and substances acting as drugs, which are used in the treatment of disease. Emphasis is placed upon the physiological action of drugs in order that the student may understand the basis for the therapeutic effects obtained. Drug groups are considered in relation to expected action, uses, and characteristics, therapeutic effect, toxicity, untoward effects, modes of administration, and average dosage.

## **NURSING x109. Medical and Surgical Nursing I (6)**

This course involves the principles and practice of comprehensive nursing care in relation to major health problems. Correlation of theory with practice is achieved through assigning students, under close supervision, to care for patients with conditions that have recently been discussed in class. Stress is placed upon the meaning of specific illnesses to the patient, and the challenge to the nurse as a member of the health team. Public health and dietary aspects of nursing are integrated. Particular emphasis in this course is on cardio-vascular-renal conditions.

## **NURSING x111. Operating Room Nursing (4)**

This course is conducted in the Operating Room of the Peter Bent Brigham Hospital where the student learns the principles underlying surgical asepsis and techniques used in operative care and the part surgery plays in the total experience of the patient. Also included are instruction and practice in sterilization, correct operative positions, preparation of the operative field, and assistance to the surgeon.

## **MATHEMATICS 103. Review Mathematics**

For a description of this course, see under **MATHEMATICS**.

## **NURSING 201-202. Medical and Surgical Nursing II (10)**

A continuation of Nursing x109 with emphasis on the specialized areas of orthopedics, gynecology, dermatology, eye, ear, nose and throat and communicable diseases.

## **NURSING x203. Medical and Surgical Nursing III (6)**

An advanced study of medical and surgical conditions emphasizing comprehensive care to selected patients through clinical experience in the hospital, group conferences, discussions, and special projects. It also includes a unit on disaster nursing.

## **NURSING 207. Therapeutic Foods (1)**

Through laboratory work and the application of nutritional studies of food the student learns the methods of preparation and service in order to tempt the patient and supply him with proper food nutrients. Skills in methods of cookery and handling of food are given special consideration. The planning of appetizing, well balanced and attractive meals for the sick and convalescent is stressed.

## **NURSING x211. History of Nursing (1)**

A study of the evolution of nursing from ancient civilizations to the present time. Its purpose is to develop appreciation of the unique tradition of nursing and of the personalities whose contributions and high standards of leadership have fostered its professional status.

### **NURSING 301. Professional Adjustments**

(1)

This course is planned to help the student understand the responsibilities she will be expected to assume as a graduate professional nurse. In addition, discussion of the limitless opportunities available in nursing assists her to select the area in which she may function most effectively.

### **NURSING 303. Senior Nursing Seminars**

(2)

Through student discussions and presentations, the major health problems are presented utilizing knowledge, skills, and attitudes acquired through previous basic courses and experiences.

### **NURSING 305. Out-Patient Nursing**

(4)

This course is given in the Out-Patient Department of the Peter Bent Brigham Hospital and integrates Public Health nursing principles and health education. This includes theory and experience with the ambulatory patient in the clinic. It is designed to help students better understand what is meant by health education and the part they play as professional people in its interpretation to the public.

### **NURSING 307. Obstetric Nursing**

(6)

An affiliation at Boston Lying-in Hospital offers instruction and experience in obstetrical nursing. This program includes the care of mother and baby before, during, and after delivery, with emphasis on the normal processes of pregnancy. Consideration is also given to abnormal conditions that may occur and to all factors pertinent to the well-being of mother, infant and family.

### **NURSING 309. Pediatric Nursing**

(6)

Instruction in the care of the child is given in an affiliation at the Children's Medical Center. The course is divided into four units, one an introduction to pediatric nursing, and three based on the various age groups and the particular health problems associated with each. Each unit includes developmental concepts, the medical and associated nursing care of the basic disease conditions and the related nursing responsibility for health supervision, parent teaching and the maintenance of positive health in cooperation with other workers. The material on personality formation provides a foundation for increased self-understanding and for the individualization of patient care with increased understanding of the parental role.

### **NURSING 311. Psychiatric Nursing**

(6)

The Massachusetts Mental Health Center provides an affiliation in psychiatric nursing. During this experience, instruction and practice are planned to give students an understanding of mental health and of the patient's psychological needs. Also included are underlying causes, treatments, and social and legal aspects of psychiatric problems.



# Physical Education

## PHYSICAL EDUCATION a. Fall Sports

Most of the fall classes in Physical Education are conducted outdoors, weather permitting, and consist of work in both group and individual sports. These include tennis, on any of the numerous College courts, field hockey, soccer, softball, and archery on the Recreation Field. Two hours per week are required of each student.

## PHYSICAL EDUCATION b. Winter Sports

Group instruction in body mechanics constitutes the main part of the Physical Education program during the winter months. Volleyball, basketball, and American Red Cross First Aid courses are also offered. A three-day winter sports outing in the White Mountains of New Hampshire is open to all students and has been a traditional part of the Lasell Physical Education program for nearly sixty years.

## PHYSICAL EDUCATION c. Spring Sports

Spring sports repeat archery, tennis, and softball, with the addition of crew practice on the nearby Charles River. Emphasis on active participation by the entire student body according to health, need, and capacity is continued.

## PHYSICAL EDUCATION d. Swimming

A tiled swimming pool is available for use under proper supervision throughout the year. In addition to offering all students an opportunity to swim or to learn to swim, the Lasell pool is also the scene of the Red Cross water safety classes and the swimming tests for all girls trying out for crew.

## PHYSICAL EDUCATION e. Crew

In crew the Lasell Physical Education department keeps alive an old Charles River tradition which dates well back into the last century. Beginning in April, students who have successfully passed the swimming requirements begin training in their nine-girl war canoes for the final races held at the annual River Day outing scheduled for late in the spring.

## PHYSICAL EDUCATION f. Modern Dance

In this offering by the Physical Education department the student learns the fundamental techniques of the dance, dance composition, and the use of music in relation to dance. The course includes designing and making costumes and the arrangement of dance programs. The Modern Dance Club is composed of students taking Modern Dance who are interested in presenting dance entertainments before the student body or local civic groups.

## PHYSICAL EDUCATION g. Games for Children

A one-hour a week course open only to Child Study majors. This course aims to give the student a working knowledge of group games and rhythms suitable for the four-year-old.

## Psychology

### ★PSYCHOLOGY 201. Introductory Psychology (3)

In this course the student learns of the interplay of hereditary and environmental factors which produce the individual. The development of motivational patterns and individual differences in mental, sensory, and motor abilities are presented in the setting of everyday life. All the basic psychological principles are included, making the course suited to the needs of the student who will transfer to a psychology major as well as to the student whose academic interest lies in another area. For students in the Retailing curriculum there is a special emphasis on the problems of their particular field. For seniors only.

### ★PSYCHOLOGY 202. Psychology of Personality (3)

This is a basic course in developing understanding of the causes and symptoms of emotional maladjustment. The aim is either the prevention or more effective self-management of personality difficulties. Emphasis is placed upon preparing the student to anticipate and deal with her own problems and to improve her understanding of the behavior of others. Prerequisite: PSYCHOLOGY 201.

### ★PSYCHOLOGY 204. Child Psychology (3)

Emphasizing the pre-school years, this course deals with the mental, emotional, and social life of the child in the setting of the family. The exposition is genetic, dealing with parental attitudes prior to the child's birth, the endowment of the newborn, and the impact of familial and social influences as he develops during his first six years. The course has a two-fold purpose: the preparation of the student for parenthood, and the achievement of a basic insight into the child's early years for those who plan to work with children professionally. Prerequisite: PSYCHOLOGY 201.



# Retailing

## **RETAILING 101. Salesmanship and Merchandise Information (2)**

For freshmen in the Retailing Department only. The course discusses the principles of salesmanship in terms of personality requirements, merchandise information, and effective selling techniques. The procedures discussed are put into practice during annual pre-Christmas work assignments.

## **RETAILING 102. Store Organization and Management (2)**

The course covers the general organization, operation and management of retail institutions. Problems of store location, layout, and equipment are considered and special attention is given to the present trend toward suburban stores and shopping centers. For freshmen in the Retailing course only.

## **RETAILING 105-106. Color, Line and Design (6)**

The understanding and appreciation of fashion from the past to the present is developed through the study of design, line, and color in the first semester's work. The same principles of color, line, and design are adapted to interior design through the study of period furniture during the second semester. Projects, lectures, and field trips stress the value of art in the Retailing field. Open to freshmen in Retailing only.

## **RETAILING 107s. General Advertising (2)**

An introduction to advertising procedure with consideration of the various advertising media such as newspapers, magazines, outdoor advertising, direct mail, radio, and television. The course includes a discussion of the problems involved in conducting an advertising campaign, planning advertisements, copywriting, layout, and mechanical production. A lecture course only, for those not wishing to draw.

## **MATHEMATICS 104. Mathematics for Retailers (2)**

For a description of this course, see under MATHEMATICS.

## **RETAILING 201-202. Retail Training (6)**

The course covers merchandising techniques, accounting, credit, and the publicity functions of retailing. Problems of purchasing, pricing and marking of merchandise, store finance, expense control, stock control, and advertising are considered. Also included are many problems of Personnel Management as they influence current employing, training, and testing of individuals seeking careers in Retailing.

Training and service in leading Boston and New York department stores is a basic part of the course, and all students are employed during the month before Christmas. Close contact with current retailing developments is maintained through lectures given by store experts and by careful analysis of retailing publications and fashion magazines. For Retailing seniors only. Prerequisite: RETAILING 101 and 102.

## ★RETAILING 207-208. Principles of Economics for Retailers (6)

This course parallels SOCIAL STUDIES 230-231, except that it is closely correlated with Retail Training wherever possible. Required of all Retailing seniors.

## Science

### ★SCIENCE 101-102. Zoology (8)

A course to give the student an understanding of biological principles as applied to animals and to acquaint the student with representative types of all of the phyla of the animal kingdom. Laboratory work is coordinated with lectures to present the taxonomy, anatomy and physiology of representative animals.

### SCIENCE 103-104. Anatomy and Physiology (6)

A comprehensive study is made of the structures and functions of the human body. Practical knowledge for work with the medical profession is gained from class work and laboratory procedures covering the important systems of the body and their relations to each other.

### SCIENCE 105s. Physiology (3)

An introductory study of the structures and functions of the human body. Emphasis is placed on gaining an intelligent understanding of the integrated plan of the human mechanism.

### SCIENCE 107s. A Survey of Physical Science (3)

This course is a critical survey of the basic concepts of matter and energy as they relate to astronomy, geology, meteorology, physiography, and human ecology. The chief aim of the course is to equip the student with an understanding of our ever-increasing scientific knowledge. Physical Science is especially planned to meet the needs of non-science majors.

### SCIENCE 111-112. General Chemistry (6)

A survey course in the study of matter and its transformations in nature and in life processes, with emphasis on the fundamental laws which explain this behavior, to provide an adequate background for the fields of nursing and nutrition. Prerequisite: High school algebra.

### ★SCIENCE 113-114. College Chemistry (8)

An introductory course in theoretical and descriptive inorganic and organic chemistry with emphasis on fundamental principles to develop a chemical knowledge of our world by understanding the basic facts of science. Prerequisite: High school algebra.

**★SCIENCE 201-202. Comparative Vertebrate Anatomy (3)**

This course considers the vertebrate animals from the standpoint of taxonomy, phylogeny, anatomy, physiology and embryological development. Comparative anatomy of the dogfish, Necturus, and the cat is stressed in the laboratory. Prerequisite: SCIENCE 101-102.

**SCIENCE 205. Medical Laboratory Technology (3)**

In this course the pre-clinical technician is taught the routine procedures commonly employed in the medical laboratory. Procedures covered include urine analysis, hematology (normal and pathological), blood typing, introduction to blood chemistry, demonstration of basal metabolisms, and electrocardiograms. A field trip to a nearby hospital's clinical laboratories is included. Prerequisites: SCIENCE 113-114, and SCIENCE 103-104 or 101-102.

**★SCIENCE 206. Microbiology (3)**

A study is made, first of the fundamentals of general microbiology, followed by an introduction to immunology, disease and its control, and pathogens. This is correlated with medicine, industry, food and sanitation. The laboratory work includes basic training such as preparing media, smears, staining, culture methods, followed by use of disinfectants, antibiotic sensitivity tests, pathological smears, milk counts, etc. Special emphasis is placed on varied culture methods and identifying unknowns for the technician group and for the nurses, exercises to test the effectiveness and bacterial control of everyday hospital procedures. Suitable field trips are included. Prerequisite: SCIENCE 113-114.

**SCIENCE 207-208. Laboratory Techniques for the Medical Secretary (6)**

Clinical application and interpretation of results are correlated with laboratory techniques suitable for the doctor's office. The course includes urine analysis, hematology, blood typing, introduction to blood chemistry, simple microbiology techniques, patient care, demonstrations of basal metabolisms and electrocardiograms. A field trip to the clinical laboratories in a nearby hospital is included. Prerequisites: SCIENCE 103-104 and 111-112.

**★SCIENCE 221. Organic Chemistry (4)**

This one-semester course in Organic Chemistry deals with the fundamental concepts by emphasizing functional groups. Practice in the application of the text material will be gained in the laboratory. The development proceeds from valence and structure through the study of optional isomers and mechanisms of organic reactions. Prerequisite: SCIENCE 113-114.

**★SCIENCE 222. Quantitative Analysis (4)**

The study of fundamental volumetric and gravimetric analytical procedures which illustrate the basic theory of quantitative analysis. This course is to acquaint students with the importance, problems, limitations, and techniques of quantitative work. Prerequisite: SCIENCE 113-114.

## **Secretarial Studies**

### **SECRETARIAL 101-102. Elementary Shorthand (8)**

This course is based on a mastery of the principles of Gregg shorthand. Constant practice in theory, reading, dictation, and transcription enables the student to attain a dictation speed of eighty words per minute.

### **SECRETARIAL 103-104. Intermediate Shorthand (8)**

It is the purpose of this course to enable students to review complete shorthand theory and to increase their dictation speed. Although eighty words per minute is the minimum requirement for course credit, the aim is to develop a speed of one hundred words per minute. The course is recommended for incoming students who have had some shorthand background but who are not eligible to take SECRETARIAL 201-202.

### **SECRETARIAL 107. Typewriting for Retailers (2)**

This course is required of Retailing students who are unable to type at least 25 net words a minute. The aim is a usable knowledge of typewriting to be applied in college and store work. Instruction is given in basic letter styles, manuscript typing, rough drafts and basic tabulation.

### **SECRETARIAL 109-110. General Typewriting (4)**

This course is offered to students who are interested in typewriting for personal use. Students are given a thorough training in correct touch-typewriting techniques and are expected to attain a speed of at least thirty words per minute, net. Instruction is given in letter styles, arrangement of manuscripts and reports, tabulation, and rough drafts.

### **SECRETARIAL 111-112. Elementary Typewriting (6)**

The aim of this course is to give the student a thorough training in touch-typewriting so as to attain a speed of between thirty-five and forty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Instruction is given in letter styles, rough draft, tabulation, arrangement of manuscript work, and legal papers. Emphasis is placed on the attainment of accuracy through constant drill.

### **SECRETARIAL 113-114. Intermediate Typewriting (4)**

This course gives a thorough review of typing fundamentals for students who have had one year or more of typing in high school, but who are not prepared for SECRETARIAL 211-212. Instruction and practice are given in letter writing, manuscript writing, tabulations, legal work, and business forms. Students are expected to attain a typing speed of at least forty to forty-five words per minute, net, during a ten-minute supervised writing. Accuracy is stressed at all times. Prerequisite: SECRETARIAL 111-112 or its equivalent.



**SECRETARIAL 121s. Business Arithmetic (3)**

Practice is first given in the fundamentals of arithmetic. Upon successful completion of this part of the course, work is given in percentage, retail and cash discounts, profit and loss, business commissions and brokerage, interest and bank discount, domestic and foreign exchange, stocks and bonds, and property taxes and insurance.

**SECRETARIAL 136s. Business Law (3)**

This course gives the student a working knowledge of everyday law as it applies to business and personal needs. The subjects included are contracts, insurance, negotiable instruments, bailments, and social legislation relative to the law of employment.

**SECRETARIAL 201-202. Advanced Shorthand (8)**

The advanced course in Gregg shorthand presupposes a complete mastery of shorthand theory and dictation ability of eighty words per minute. Constant dictation and transcription build speed to one hundred twenty words per minute. Special emphasis is placed on English grammar, spelling, and vocabulary as they affect secretarial work. Prerequisites: SECRETARIAL 101-102 or 103-104, or a minimum of two years of high school shorthand and dictation speed of eighty words per minute for five minutes.

**SECRETARIAL 204. Shorthand Dictation (1)**

Open only to students who have successfully completed the requirements of SECRETARIAL 201-202. The course is designed to maintain and further develop skill in dictation and transcription. A dictation speed of more than one hundred twenty words per minute is the goal.

**SECRETARIAL 205-206. Intermediate Medical Shorthand (8)**

On a reduced-speed level, this course covers the same material as outlined in SECRETARIAL 207-208. It is designed to enable students interested in medical secretarial careers to accept positions where the dictation speed requirements are not the main point of emphasis. The requirement for course credit is eighty words per minute. Prerequisites: SECRETARIAL 101-102, SCIENCE 103-104, or comparable biological sciences.

**SECRETARIAL 207-208. Advanced Medical Shorthand (8)**

The purpose of this course is to train the student thoroughly in advanced shorthand principles, development of shorthand writing skill, and transcription of dictated notes. This is combined with the study of medical shorthand principles and terminology, dictation and transcription of case histories, medical reports covering varied branches of medicine, such as X-ray findings and autopsies. Prerequisites: SECRETARIAL 101-102 or 103-104 and SCIENCE 103-104. Open to seniors only.



## **SECRETARIAL 211-212. Advanced Typewriting (4)**

Through continued practice, the course aims at developing employable typewriting speed with a high degree of accuracy. Instruction is given in the arrangement of business correspondence, manuscripts, statistical data, editing, and legal documents. The minimum requirement for credit is fifty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Prerequisite: SECRETARIAL 111-112, 113-114, or equivalent.

## **SECRETARIAL 214. Office Practice Typewriting (1)**

The purpose of this course is to give students who have completed SECRETARIAL 211-212 an opportunity to maintain and further develop their typing skill. A goal of at least sixty words per minute, net, with a maximum of five errors on a ten-minute timed writing is set. All work covered in SECRETARIAL 211-212 is reviewed, and drill is stressed to improve speed and accuracy. Emphasis is placed upon Ediphone transcription and production of all types of business forms.

## **SECRETARIAL 223-224. Accounting (6)**

A basic course designed to give an understanding of the principles and procedures used in modern business, and to develop the ability of the student to comprehend the functions of the many phases of business activity. The subjects treated are: principles of double entry in various kinds of records, theories of debit and credit, financial statement structure and content, labor-saving devices used in accounting records, and accounting for the individual owner and for professional men and women. Prerequisite: SECRETARIAL 121s.

## **SECRETARIAL 226. Professional Bookkeeping (3)**

This is a course designed to give the medical secretary an understanding of the theory of double-entry bookkeeping as it applies to records for professional people. The accounting cycle is developed on a cash approach for classes of income derived from services rendered. Special emphasis is given to proper recording of personal investments in real estate and stocks and bonds.

## **SECRETARIAL 228. Mercantile Bookkeeping (3)**

This course provides an opportunity for the non-secretarial student to have training in the principles and practices of business methods. The basic principles of modern record keeping and accounting theory are presented and the adaptations of these fundamentals to various business and professional situations are worked out.

## **SECRETARIAL 231-232. Secretarial Training (4)**

This course, designed as a complete office-methods survey, covers English fundamentals and usage, as well as personality and office etiquette. Theory and practice are given in the various systems of indexing

and filing. The course also includes secretarial duties, such as planning itineraries, scheduling appointments, telephoning, interviewing office visitors, writing different types of business letters, and preparing business papers. It takes up telegrams and cables, banking practice, reference books, legal work, and the technique of finding a position, and includes an introduction to the various office machines. Prerequisite: SECRETARIAL 111-112.

### **SECRETARIAL 233. Medical Secretarial Practice (3)**

This course introduces the student to the qualifications required for medical secretarial work. Medical terminology, ethics, telephone technique, case histories, filing, and machine transcription are stressed. Special emphasis is placed on a review of English grammar, letter writing, patients' records, and all routine office procedures required in a medical secretarial position. For Medical Secretarial seniors only.

### **SECRETARIAL 237s. Business Workshop (1)**

This course is required of all second-year students enrolled in the Secretarial curriculum. With special permission of the instructor, seniors enrolled in typewriting courses may elect the course. The Workshop provides an acquaintance with various dictation machines, calculators, duplicating machines, and electric typewriters.

## **Social Studies**

### **★SOCIAL STUDIES 101. History of Civilization: to 1500 (3)**

This is a survey of the history of the western world. It is designed to create interest in the social and cultural achievements of the great civilizations from those of the ancient Near East to that of medieval Europe.

### **★SOCIAL STUDIES 102. History of Civilization: 1500 to 1900 (3)**

This is a continuation of SOCIAL STUDIES 101, and covers the history of western civilization from the Middle Ages through the Nineteenth Century. It points up developments which have shaped the life of today. Prerequisite: SOCIAL STUDIES 101 or special permission of the instructor.

### **SOCIAL STUDIES 106. Contemporary Affairs (2)**

This course studies current national and international news in relation to major events of the recent past and to the chief geographical regions of rivalry. The expression and discussion of student opinions are encouraged.

**★SOCIAL STUDIES 111. Sociology (3)**

The aim of the course is to give the student as broad an understanding as possible of the body of knowledge of sociology. Emphasis is placed on the origins of social behavior, the social development of the personality, group interrelationships as they relate to social organization, and the major social institutions.

**★SOCIAL STUDIES 112. Social Problems (3)**

The purpose of the course is to acquaint the student with the disorganization that occurs when social forces produce major changes in the established patterns of behavior and institutions of a society. Major current problems are chosen from contemporary United States society, and include mental health, juvenile delinquency, and modern family disorganization. Prerequisite: SOCIAL STUDIES 111.

**★SOCIAL STUDIES 201. American History: to 1860 (3)**

The aim of this course is to help the student gain a deeper appreciation of the United States and its position in the present world. The main political, economic, and social trends are considered as they have developed from the first explorations to about 1860. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.

**★SOCIAL STUDIES 202. American History: 1860 to the present (3)**

This is a continuation of SOCIAL STUDIES 201, and analyzes the growth and problems of the United States from about 1860 to the present day. Prerequisites: SOCIAL STUDIES 201 is recommended as a prerequisite.

**★SOCIAL STUDIES 205. History of Early Russia (3)**

This course traces the Russian pageant from earliest times through the reign of Alexander II. Political, social, and economic developments are studied; however, the social problems will be emphasized. The object of the course is to give the student a better understanding of Russia today. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.

**★SOCIAL STUDIES 206. History of Modern Russia (3)**

History of modern Russia will commence with a brief survey of Nineteenth-century Russia. The broad background for the Revolution will be carefully considered. Particular emphasis will be given to Communism as practiced by Russia today. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.

**★SOCIAL STUDIES 206. English History (3)**

This course studies English history chiefly from the Seventeenth Century to the present. It follows the main changes in English society and stresses the influence of England upon the modern world. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.

**★SOCIAL STUDIES 207; 208. Modern History (6)**

A political and cultural study of Europe showing how it became "modern," from Voltaire and Louis XVI to the present. Current events are frequently related to their historical background. The first semester covers the period from the age of Voltaire to near the end of the Nineteenth Century; the second semester, from the colonial expansion of the 1880's to the present day.

**★SOCIAL STUDIES 221s. Introduction to Philosophy (3)**

The purpose of the course is to introduce the student to the basic problems of philosophy, such as the sources of knowledge, the relationship between mind and body, freedom as opposed to determinism, and the nature of values. For seniors only.

**★SOCIAL STUDIES 223s. Great Religions (3)**

A study of the great religions of the ancient and the modern world, their fundamental differences and similarities. Emphasis is upon an understanding of the basic concepts of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

**★SOCIAL STUDIES 224. The Bible as Literature (3)**

A study of the literary history of the Bible. To this end, an investigation is made of the formative influences and materials, including the manuscript sources and versions. The various types of literature included in the Old and New Testaments are analyzed and described, and then illustrated by extensive reading assignments. The point of view maintained throughout the course is that a firsthand knowledge of the Bible as one of the world's great literary masterpieces is indispensable to a cultural education.

**★SOCIAL STUDIES 230-231. Principles of Economics (6)**

This course gives the student an introduction to the fundamentals of the American economic system. Topics considered include money and banking, labor organization, forms of business organization, monopoly, price determination, investments, and international trade. Reference is made to current economic issues.

## **Spanish**

**★SPANISH 101-102. Elementary Spanish (8)**

First year college Spanish. The course includes the essentials of Spanish grammar, but with the emphasis on teaching the student to understand the language when spoken and to express herself in simple Spanish. Drill in reading aloud and singing folk songs develops good habits of pronunciation.



**★SPANISH 103-104. Intermediate Spanish (8)**

The aim of this course is to increase both general knowledge of Spanish fundamentals and skill in using and understanding the spoken language. Grammar is thoroughly reviewed and a number of texts by recognized Spanish authors are read. Prerequisites: two years of high school Spanish or one year of college Spanish.

**SPANISH 105-106. Intermediate Spanish (Commercial) (8)**

A course in Spanish geared to the needs of the business student. Emphasis is on business phrases and the language of commerce rather than on literature. There is a review of grammar and drill in both oral and written Spanish. For terminal credit only. Prerequisites: two years of high school Spanish or one year of college Spanish.

**★SPANISH 201-202. Advanced Spanish (6)**

This course gives the student opportunity to gain fluency of expression in spoken Spanish as well as in written composition. A number of outstanding literary works are read, including *La Vida es Sueño*, *Don Quijote*, etc. Written and oral reports are required. Prerequisite: three years of high school SPANISH or two years of college SPANISH.

**SPANISH 205-206. Advanced Spanish (Commercial) (6)**

This is a continuation of SPANISH 105-106. The emphasis of the course is on commercial vocabulary and phrasing, with special drill in the writing and translation of business letters.

**★SPANISH 211-212. A Survey of Spanish Literature (6)**

The first semester of this course is devoted to a study of representative works by the principal literary figures of the Golden Age of Spanish literature, including Lope de Vega, Cervantes, Tirso de Molina, Calderón, and others. The second semester covers some of the major figures of the Nineteenth Century, such as Perez Galdós, Echegaray, Benavente, and Zorrilla. Written and oral reports are required.

**★SPANISH 215-216. A Survey of Spanish-American Literature (6)**

This course involves the reading and discussion of the principal masterpieces in Spanish produced in the New World. Examples studied range from Colonial times down to the present day. Written and oral reports are required.



## GENERAL INFORMATION

**STUDENT COUNSELING** Counseling at Lasell aims to further the physical, mental, and moral development of the student. The kind and amount of work to be undertaken is carefully adjusted to the individual's capacity in order that she may function with maximum effectiveness. Upon arrival each freshman is assigned to one of several trained advisors whom she retains for the duration of her connection with Lasell. In addition, the student is encouraged to consult her individual instructors, the resident head in charge of her dormitory, the Academic Dean, or the Dean of Women concerning any problems which may arise, either academic or personal. Parents are invited to give to any of these counselors such confidential information as may aid in understanding and promoting the welfare of their daughters.

**ORIENTATION** A one-credit-hour Orientation Course is required of all first-year students. The program is based on a series of tests given to all freshmen near the beginning of the College year. The results of these tests are interpreted to each student in individual conferences at a later date. Supplementary tests are available during the year as the need arises.

Course work in Orientation lasts through the first semester and consists of one or more lectures a week on topics of vital interest to college students. The principles of College Government and the wise use of extracurricular activities at Lasell are explained early in the year, and each student is also examined on the contents of the Lasell *Blue Book*, a compilation of official regulations and general information regarding campus life. Lectures on study habits, mental hygiene, social adjustments, religion, reading methods, vocational opportunities, preparation for marriage, and other topics are given by authorities in these fields.

**RELIGIOUS ACTIVITIES** Believing that the development of a sense of reverence is fundamental in the formation of the well-rounded life, the College—which is non-denominational but Protestant in tradition—holds chapel services throughout the year and formal vesper services the Sunday evenings prior to

Christmas and Easter vacations at which attendance is required. Distinguished ministers and laymen from the Boston area act as guest chaplains. Churches of various denominations are in proximity to the campus and students are encouraged to attend services with the congregation of their choice on Sunday mornings.

**THE LIBRARY** Located on the ground floor of Bragdon Hall, the College Library is a bright, sunny room popular for study, reading, and browsing. The Library is comprehensive, planned to supplement class work and provide resources for additional study. Trained librarians are available for help and guidance.

Many subscriptions to newspapers and periodicals, which keep the Library supplied with current material, are made more valuable through the use of periodical indexes. There is a basic reference collection which is kept up-to-date with constant addition of new materials.

Although the emphasis of the Library is of necessity on material which will supplement the courses offered here at Lasell and provide for additional study in those fields, the value of a balanced recreational program for the students is not overlooked. They are encouraged to use the Library and its resources for pleasure as well as for study and research.

**GRADES** A permanent record of scholarship is kept for reference, and quarterly reports are sent to parents. The grading system employed is as follows: A, superior; B, good; C, average; D, passing; E, conditional failure; F, failure; INC., incomplete. S, satisfactory; and U, unsatisfactory, are used for Orientation and Physical Education grades only. Although the passing grade is D, a C average is required for graduation. Marks for the first and third quarters are tentative, and academic rank is based on the grades for the whole semester. Rank in class, class promotion, graduation, and honors are all calculated on the basis of "grade quotients." The grade of A is assigned a value of 4; B, 3; C, 2; D, 1, and F, 0. A student's average is computed by multiplying the number of semester hours of credit by the appropriate numerical grade value and then dividing the sum of these products by the total number of semester hours of credit carried.

**COLLEGE  
GOVERNMENT**

Since students generally wish to assume collectively a share in the responsibility for their conduct in college, and since educators are agreed that such responsibility makes for the development and growth of the individual student, the President and faculty of Lasell have given authority to the Lasell College Government Association to exercise the various powers that have been committed to it for the maintenance of high standards in the community life of the campus. The reputation of Lasell is to a large measure dependent on the conduct of Lasell students. While under the jurisdiction of the College, therefore, a student is expected to observe the social regulations of the institution, whether she is actually on campus or registered out. The College Government Association holds itself responsible for the correction of any conduct on the part of a Lasell student which might endanger the reputation of the College.

**SOCIAL LIFE  
AND TRIPS**

Entertainments, teas, class parties, dances and receptions make their contribution to the social life of the College. In addition to the White Mountain Trip, an annual midwinter event for nearly sixty years, a trip to Bermuda is sponsored during spring vacation. A Lasell European Tour is also arranged each summer.

**PLACEMENT**

An effective Placement Office is maintained for the convenience of both Lasell students and graduates. Students may register with the Office during the College year either for part-time work, for full-time summer jobs, or for permanent positions to become effective after graduation. In addition to its regular business and professional contacts, the Placement Office sponsors a series of speakers who address groups of interested students on the training requirements and employment possibilities of various specialized areas of employment. The Office also provides members of the senior class with numerous opportunities to be interviewed by representatives of some of the larger business and professional organizations in the Boston area. The services of the Office are always available to Lasell graduates, regardless of year, and alumnae are encouraged to keep in touch with the Placement Director.

**PUBLICATIONS  
AND PUBLICITY**

The *Lasell News* is the bi-weekly College newspaper written and edited entirely by students. Places on the *News* staff are open to all students who can meet the academic and literary requirements, or whose backgrounds or experience show some special aptitude for newspaper work. Since the *Lasell News* is not confined to the campus, but circulates among several thousand alumnae and other friends of the College, the student staff gains valuable experience in meeting the problems of professional journalism on an adult level.

The *Lamp* is the College yearbook published by the senior class. Although it contains the traditional information and photographs of the graduating class, emphasis in the *Lamp* tends to be more on recording pictorially the history of a year at Lasell as an annual souvenir for the entire student body. Editorial and business operations of the publication are in the hands of students under the supervision of a faculty advisor.

The *Lasell Leaves* is a quarterly magazine published by Lasell Alumnae, Inc. The Commencement issue of each year is sent to all living graduates of the College. The other three issues are distributed to regular contributors to the Alumnae Fund. This prize-winning periodical, which constitutes a valuable and well-edited record of the activities of Lasell students, faculty and graduates, has twice been recognized for excellence by the American Alumni Council.

The academic achievements and extracurricular distinctions of Lasell students are regularly and systematically reported to their hometown newspapers by the College Public Relations Office.

**OTHER  
ORGANIZATIONS**

In addition to the Orphean Club and the College Choir, whose functions have already been described under the course offerings in the Music Department, there are a number of other organizations on the campus that play an active role in furthering students' special interests and in offering opportunities for effective group experience.

The Workshop Players sponsor the two major dramatics productions offered each year. Students in the elementary and advanced Play Production classes automatically become mem-



bers of the group. Other students are admitted upon the completion of ten hours of work in the club's activities, including acting, painting scenery, making posters, working backstage, or ushering. New members are received by the group at the monthly meetings. The Workshop Players also provide entertainments for local civic and service organizations, as well as offering a group of student-acted and student-directed one-act plays in arena production each spring as the part of the club's activities known as the Stockingfoot Theatre.

The Athletic Association promotes interest and participation in a broad program of sports and other recreational activities in cooperation with the Department of Physical Education, and coordinates the intramural athletic program. The Lasell Campus and Community Association makes possible a variety of volunteer services which are to the advantage of both the College and the community.

*Le Cercle Français* is open to all students of French. Club meetings are organized around a variety of programs intended to acquaint members with the special qualities of life in France. Advanced students of Spanish are eligible for membership in the Spanish Club, where, in addition to a study of current affairs in Spain and the Latin-American countries, opportunities are afforded members for practice in conversational Spanish. The Science Club keeps its members posted on recent advances in technology of interest to Lasell science students.

**STUDENT HEALTH** Two resident nurses look after the health of students and secure the assistance of any of the several attending physicians who are on call by the College. No student should consult a doctor without first conferring with one of the College nurses. At the time of entrance parents are urged to communicate freely with the nurses regarding the physical condition of their daughters. The College Infirmary is available at all times for the use of students and faculty.

**ROOMS** Two students usually occupy a room, although a few single rooms and a few large rooms occupied by three students are also available. All beds are single and are provided with mattress and pillow.

Freshman rooms and roommates are assigned the first week



in September. New students are asked to keep the room and roommate assigned for a few weeks, even though the arrangement may not be fully satisfactory. After a little time, when acquaintances have been made, changes, within reason, will be authorized.

## REGULATIONS

**ADMISSION** No student is admitted for less than an entire College year or such portion as remains after entrance. A fee of five dollars is charged for late registration.

**WITHDRAWAL** Whenever the faculty is convinced that a student is not fulfilling the purpose of her residence, and that her presence, on account of conduct or for any other sufficient reason, is detrimental to the College, the President reserves the right to request her withdrawal. In the case of voluntary withdrawal or dismissal, the parent or guardian agrees that no part of the fee or tuition for the College year shall be refunded or remitted, and any unpaid balance on account of such fees shall become immediately due and payable.

Since a student's place is engaged for the entire year, and no deductions can be allowed for absence, the A. W. G. Dewar, Inc., Tuition Refund Plan has been arranged whereby tuition fees are protected in the event of absence due to illness, accidental injury, or quarantine. A leaflet outlining the details of this Plan will be mailed with the first semester bill.

**ALLOWANCES** There is no need of a large amount of spending money. A moderate allowance for personal expenses is all that is necessary. If a student is to have an allowance, it is suggested that it be deposited in a checking account in one of the local banks. It is felt that in those cases where the student is to handle her own funds, maturity of judgment is encouraged by familiarity with normal banking methods. The College Bursar is always available for individual financial counsel whenever necessary.

Students are urged not to bring valuable articles such as jewelry or expensive watches. If lost, the College cannot assume responsibility for such items.

Each student will be charged for damage done by her to College property.

**AUTOMOBILES** Resident students are not allowed to have automobiles. Day students are to use their automobiles for commuting purposes only and are to register them with the College and be assigned a parking area for use throughout the year. Automobiles are not to be used for traveling between classes or for other movement around the campus.

## SCHOLARSHIPS

Scholarships and loan funds are available for a limited number of deserving students. The income from the following funds is under the direction of the committee on scholarship aid:

THE HENRY MORTON DUNHAM FUND . . . . .	\$10,000
Given by the will of Mr. Henry M. Dunham, organist, conductor, and composer, who, as instructor and later chairman, was associated with the Department of Music from 1897 to 1928. Income to be used for students in organ.	
THE RUSSELL B. STEARNS SCHOLARSHIP FUND . . . . .	\$5,000
THE JEREMIAH CLARK SCHOLARSHIP FUND . . . . .	\$650
THE BIRD SCHOLARSHIP FUND . . . . .	\$4,300
Given by the will of Miss Charlotte A. K. Bancroft of the Class of 1857.	
THE ANGELINE C. BLAISDELL SCHOLARSHIP FUND . . . . .	\$6,300
Given by the will of Miss Angeline C. Blaisdell of the Class of 1867, for many years a teacher and member of the administrative staff of Lasell.	
THE HANNAH PROCTOR BONNER SCHOLARSHIP FUND . . . . .	\$6,100
Given in memory of their daughter, Hannah Proctor Bonner of the Class of 1910, by Mr. and Mrs. William L. Proctor of Millbury, Massachusetts.	
THE GRACE VICARY POTTORF SCHOLARSHIP FUND . . . . .	\$2,900
Given in memory of her daughter, Grace Vicary Pottorf of the Class of 1907, by Mrs. Charles N. Vicary of Canton, Ohio.	
THE LILLIE ROSE POTTER MEMORIAL FUND . . . . .	\$2,050
Given in memory of Lillie Rose Potter, Class of 1880, by alumnae and friends. Miss Potter served as Preceptress and Dean at Lasell from 1902 to 1935 and was Dean Emeritus from 1935 to 1952.	

### LASELL ALUMNAE SCHOLARSHIPS

Financial assistance offered by Lasell Alumnae, Inc. is based upon high scholastic achievement and is largely reserved for outstanding students who have completed one year of work at Lasell.

There are some opportunities for certain students to earn a part of their expenses by waiting on table, doing office work, or assisting in the Library. The genuine need for such aid is the most important consideration and a rather searching statement of the financial condition of the family is required before work opportunities are granted. Applications for such aid should be made to the President.

## TRUSTEE SCHOLARSHIPS

A total of \$5,000 in scholarship aid is awarded annually to worthy entering students standing in need of financial assistance. The candidate must complete all details of the regular application procedure; in addition, she must file a scholarship blank which will be supplied by the Office of Admissions on request. To be eligible for consideration, an applicant must be enrolled in an approved high school or preparatory school and rank in the upper quartile of her class; she must also be endorsed as to character and personality by a secondary school official. Awards in the form of tuition reductions are in amounts appropriate to the individual needs of successful candidates.

### EXPENSES

**RESIDENT STUDENTS** The regular annual charge for each resident student is \$2,150. This includes board and room, laboratory fees, an activity fee, and tuition in all studies except music.

No part of the charge is subject to return, reduction or rebate on account of a student's illness, voluntary withdrawal, dismissal or for any reason whatever. A registration fee of \$10 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition charge. A schedule of the payments for annual charges follows:

1. On the filing of the application . . . . . \$10.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance . . . . . \$150.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. \$75 of this amount is credited against charges for the first semester, and the remaining \$75 against similar charges for the second semester. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10 . . . . . \$1,030.00  
One-half the resident tuition, \$1,075, plus the \$20 damage deposit\* and the \$10 health fee,† less \$75 of the room deposit.
4. Before December 31 . . . . . \$1,010.00  
The balance of the tuition, \$1,075, plus the \$10 health fee,† less the remaining \$75 of the room deposit.

\*Each resident student is required to deposit \$20 to cover breakage and other damage beyond ordinary wear and tear for which she may be responsible. This fee will be refunded at the end of the academic year if no damage has been charged.

† A health fee of \$10 per semester entitles the resident student to unlimited use of the infirmary and first-aid rooms and consultation with the college physician, when necessary. It also includes infirmary care for those illnesses or accidents which, in the opinion of the college physician, can be treated adequately by the facilities and personnel available at the College. Those cases which, in the opinion of the college physician, require more specialized care or hospitalization beyond that available at the College are not covered by this fee.

**NON-RESIDENT STUDENTS**      The tuition for a non-resident (day) student for the college year is \$950, which includes laboratory fees, an activity fee, and tuition in all studies except music. Arrangements may be made for a partial program at special rates. A registration fee of \$10 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition. A schedule of the payments for tuition follows:

1. On the filing of the application . . . . . \$10.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance . . . . . \$50.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10 . . . . . \$455.00  
One-half the non-resident tuition, \$475, plus the \$5 health fee,\* less \$25 of the advance deposit.
4. Before December 31 . . . . . \$455.00  
The balance of the tuition, \$475, plus the \$5 health fee, less the remaining \$25 of the advance deposit.

\* A health fee of \$5 per semester entitles the non-resident student to unlimited emergency use of the infirmary and first-aid rooms and consultation with the college physician when necessary.

**SETTLEMENTS**      Monthly settlements of all statements are required. A late payment charge of 1 per cent per month will be assessed against any account in which an unpaid balance has been outstanding for over thirty days.



Some parents may prefer to pay in equal monthly installments during the academic year. For those desiring the convenience of this method of payment, full particulars may be obtained from the Bursar's Office.

**TUITION REFUND  
INSURANCE**

Since all enrollment contracts are made for the full college year only and fees are not subject to remission or reduction under any circumstances, the College suggests that parents may protect themselves by taking out Tuition Refund Insurance as offered by A. W. G. Dewar, Inc. Such insurance offers a means of recovering losses due to illness, accident, or quarantine on the part of the student. Material describing the benefits and limitations of this insurance is sent to every parent.

**ACCIDENT AND  
SICKNESS INSURANCE**

At the request of many parents, Lasell has made arrangements for an Accident and Sickness Medical Reimbursement Plan. The policy is handled through an insurance company. Experience has shown that this type of insurance has been of great help to parents in time of accident or illness of the student. This insurance is available to any parent on request and on payment of the premium. This insurance supplements and is not intended to replace so-called hospitalization insurance.

**EXTRA EXPENSES**

Lessons in piano, organ, or voice (per year) . . .	\$125.00
This is for one one-half hour lesson per week, including use of practice room. Longer lessons are available by arrangement.	
Late Registration Fee (after Registration hours) .	\$ 5.00
Diplomas, each . . . . .	10.00
Part-time students (per credit hour) . . . . .	30.00
Charge for change of program (after second week of classes) . . . . .	5.00
Transportation to and from hospitals for nursing students (per semester). First year . . . . .	24.00
Second year . . . . .	48.00

Uniforms for nurses (approximate cost for three years) . . . . .	\$110.00
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Private tutoring is not encouraged but when found necessary may be obtained by special arrangement. Students taking lessons in piano, organ, or voice are charged for a half year, even if the engaged lessons are dropped before the expiration of this time.

Day students desiring to become residents for less than an entire semester will be charged \$35.00 for room and board, per week. A student remaining through any vacation will be charged \$35.00. (This does not apply to Retailing students during work periods.) No deduction is made for absence from meals while a student is in residence. No deduction is made for Retail Training students during their training period.

Two certified copies of the record of any student will be provided without charge. Further copies will be made at \$1.00 each.

Students provide material for Clothing courses subject to the approval of the instructor. Students enrolled in the Foods course must provide themselves with at least two white uniforms.

Students in the Nursing Program are required to be protected by Health and Accident Insurance. Full particulars may be obtained from the college Bursar.

Textbooks, stationery and other supplies, including drawing papers, paint and other art requirements, may be purchased at the College Bookstore at current prices. Cash payments for required books will obviate rendering of charges to the parent after each purchase. No books may be returned for credit after classes have been in session for three weeks.

Students taking laboratory courses will be charged for broken equipment. It is also understood that the student will be billed for damage done to college buildings or equipment.

# ROSTER OF STUDENTS, 1959-1960 \*

## JUNIORS

Ainsworth, Barbara Ann  
Aker, Marcia Ann  
Alderman, Bette Joan  
Altman, Judith Ellen  
Altschuler, Maxine Hilda  
Anderson, Jean Adams  
Anthony, Judith Lee

Backus, Elizabeth Laidlaw  
Badner, Gail  
Baldwin, Julie Ann  
Balian, Diana  
Baumle, Martha Ekdale  
Bender, Joan Carole  
Berger, Sybil Ann  
Bergesen, Audrey Lynn  
Bergstrom, Polly Evelyn  
Berkowitz, Ina  
Bernstein, Judy Harriet  
Beuth, Barbara Irene  
Bigelow, Elizabeth Claire  
Blake, Judith Louise  
Blossom, Mary Ellen  
Bogert, Barbara Jean  
Bouret, Kathryne Helen  
Bowker, Faith Elizabeth  
Bowman, Judith Ann  
Bowne, Nancy  
Boyd, Nancy Ann  
Brams, Marjorie Susan  
Bride, Carol Helen  
Brown, Charlotte Hale  
Bulger, Mary Elizabeth

Cahill, Diane Mary  
Caplan, Rayna Lee  
Carleton, Aline Ann  
Caserio, Janet Mary  
Cassoli, Judith Frances  
Caton, Marlene Jean  
Chenault, Marion Rachel  
Chenoweth, Maury Frohock  
Chevers, Jane Sheldon  
Chiaromonte, Linda Gerrard  
Christie, Barbara Ann  
Chrust, Elaine Susan  
Clark, Cornelia Monroe  
Colby, Brenda Lee

Watertown  
Fairfield, Connecticut  
Meriden, Connecticut  
Albany, New York  
West Haven, Connecticut  
Bangor, Maine  
Braintree

New York, New York  
Charleston, West Virginia  
East Longmeadow  
Watertown  
Burlington, Iowa  
Clinton  
Waban  
Denville, New Jersey  
West Springfield  
New Haven, Connecticut  
Waterbury, Connecticut  
West Hartford, Connecticut  
Falmouth  
Bridgton, Maine  
Orinda, California  
Teaneck, New Jersey  
Natick  
Scituate  
Arlington  
Chatham, New Jersey  
West Hartford, Connecticut  
Concord, New Hampshire  
Edgewood, Rhode Island  
Massena, New York  
Madison, Connecticut

Winsted, Connecticut  
St. Johnsbury, Vermont  
Leominster  
Springfield  
Braintree  
Winsted, Connecticut  
Scarsdale, New York  
Westfield, New Jersey  
Sheldonville  
Greenfield  
White Plains, New York  
Teaneck, New Jersey  
Boothbay Harbor, Maine  
Wellesley

\* As of May 15, 1960

Cole, Carole Jane  
Collett, Linda  
Conzen, Sandra Louise  
Cookson, Carol Ann  
Corthouts, Joan Marie  
Cotton, Frances Ann  
Crandall, Joan Edith  
Crane, Susan Lillian

Davidson, Julia Crist  
Davies, Barbara Ruth  
DeAndrus, Joyce Mary  
DeCicco, Dianne Sylvia  
Demander, Margit  
DiBari, Brenda Carol  
Dodson, Marcia June  
Dolder, Joan Cecila Sofia  
Duggan, Joanna Grace  
Duncan, Carolyn Virginia

Edmonson, Judith Ann  
Eisenberg, Linda Sue  
Ellingham, Julia Hartt  
Ellis, Susan Walker  
Elsbree, Susan Swett  
Estabrook, Jillian Anne  
Estes, Bette Jean

Fager, Elizabeth Merrill  
Failla, Carol Lorraine  
Farnsworth, Barbara  
Farnum, Carolyn Danforth  
Farquhar, Carol Anne  
Fine, Beverly Lee Baer  
Fitz Simons, Lois Anne  
Fleming, Frances Edna  
Flowers, Sallie Theresa  
Flusser, Lynn Jay  
Frankel, Diane Agnes  
Fritz, Katherine Amelia  
Frommer, Marsha Miriam  
Fruchtman, Sandra Faye

Gage, Susan Ann  
Gagnon, Elaine Simonne  
Gale, Georgann Frances  
Gardner, Marcia Stuart  
Ghilani, Leslie Joan  
Gill, Tracy  
Gillette, Babette Kassandra  
Glicksman, Marilyn Ann  
Goldberg, Paulette Joan  
Golden, Minna Charlotte  
Gomberg, Phyllis Sylvia  
Goodwin, Martha  
Gordon, Phyllis

Falls Village, Connecticut  
Brewer, Maine  
Hauppauge, New York  
Southboro  
Hartford, Connecticut  
Waltham  
Washington, District of Columbia  
St. Johnsbury, Vermont

Plainfield, New Jersey  
North Haven, Connecticut  
Methuen  
Stafford Springs, Connecticut  
Woodbridge, Connecticut  
Barrington, Rhode Island  
Bloomfield, New Jersey  
São Paulo, Brazil  
Wayland  
Needham

Westfield, New Jersey  
Palisades Park, New Jersey  
Birmingham, Michigan  
Milford  
Providence, Rhode Island  
Waltham  
Garden City, New York

Bloomfield, New Jersey  
Waltham  
Weston  
Sudbury  
Methuen  
Brighton  
Weston  
Newton Centre  
Newtonville  
West Orange, New Jersey  
Stamford, Connecticut  
East Orange, New Jersey  
Newport, Rhode Island  
New Britain, Connecticut

South Braintree  
Sturbridge  
Swampscott  
Marblehead  
Framingham  
Essex Fells, New Jersey  
Rochester, New York  
Millburn, New Jersey  
Great Neck, New York  
Brookline  
New Haven, Connecticut  
Laconia, New Hampshire  
Willimantic, Connecticut

Gordon, Sheila Ann  
Goslee, Carol Jane  
Grace, Judith Benson  
Green, Lynda Anne  
Greiff, Barbara Ann  
Grotsky, Patricia Ann  
Guptill, Gail Louise

Hansen, Jean Carolyn  
Hartfelder, Karen Jean  
Hazrick, Mary Jane  
Hemphill, Audrey Ellen  
Herrick, Joan Ann Fairbanks  
Hill, Nancy Jean  
Hillman, Mora Monada  
Himmel, Susan Faye  
Hockridge, Marion  
Hodskins, Lucinda Reed  
Hoey, Anne Pigott  
Holmes, Wendy Anne  
Housman, Harriet Elaine  
Humphrey, Virginia Elizabeth  
Huse, Sandra Jeanne  
Hutchinson, Mona Ceridwen

Issokson, Baila Ann  
Iversen, Janet Edith

Jacoby, Barbara Keil  
Janis, Eloise Helen  
Jarow, Susan Ellen  
Jeans, Janice Ruth

Kaplan, Sandra Jean  
Katz, Ruth Ann  
Kershaw, Muriel Anne  
Kiddoo, Nancy Ann  
Kipperman, Harriet Adele  
Kirk, Karen Porter  
Klebes, Jeanne Marie  
Klee, Joy Merz  
Kleinberg, Judith Marilyn  
Kline, Marjory Lee  
Knaus, Judith Mary  
Knowles, Kendra Jean  
Knowlton, Sabra  
Kokxhoorn, Marina Paulina  
Konkle, Jane Alexander  
Kremer, Jane Hutchinson  
Kyett, Estelle Frances

Ladd, Susan Kilbourn  
Larom, Susan  
Larrabee, Suzanne Jane  
Lehnartz, Kathi Emilie  
Leonard, Cynthia Kathryn

Belmont  
Glastonbury, Connecticut  
Bay Shore, New York  
Golden's Bridge, New York  
West Hartford, Connecticut  
Springfield  
Worcester

Brightwaters, New York  
Rochester, New York  
Staten Island, New York  
Waltham  
Princeton, New Jersey  
Darien, Connecticut  
Newport, Rhode Island  
New Haven, Connecticut  
Newton  
Longmeadow  
Hamden, Connecticut  
Philadelphia, Pennsylvania  
Winthrop  
Marblehead  
Needham  
Sharon, Connecticut

Dover, New Hampshire  
Hamden, Connecticut

Wilmington, Delaware  
Auburndale  
North Bergen, New Jersey  
Garden City, New York

Clinton  
Lewiston, Maine  
Brightwaters, New York  
Zionsville, Pennsylvania  
New Haven, Connecticut  
Islip, Long Island, New York  
Garden City, New York  
New York, New York  
Framingham  
Milton  
Oradell, New Jersey  
Falmouth, Maine  
Grafton  
Stamford, Connecticut  
Chatham, New Jersey  
Winchester, Virginia  
Cambridge

Lexington  
Brightwaters, New York  
Bar Harbor, Maine  
Briarcliff Manor, New York  
Watertown



Lewis, Marcia Wheeler  
Light, Colleen Hazel  
Louis, Susan Jayne  
Love, Gwenda Joyce  
Lund, Sandra Rawson  
Lundsten, MaryJane

McAlary, Barbara Ann  
McCabe, Patricia Ann  
McCall, Jane Fenton  
McCartney, Mary Keating  
McCreery, Margaret Stevenson  
McKay, Carrol Elizabeth  
Maas, Nancy Diane  
Maccallum, Mary Alice  
Mackay, Carol Ann  
MacKinnon, Marily Jean  
Malefakis, Antoinette  
Maroni, Jean Ruth  
Meehan, Janet Margaret  
Memery, Diane Virginia  
Menchi, Joan Thelma  
Metropoulos, Kathryn Constance  
Meyer, Louise Edna  
Michael, Carlene Ann  
Miller, Janet Rae  
Miller, Vivien Lee  
Morin, Virginia Elizabeth  
Morris, Joan Marie  
Mosher, Nancy  
Mullin, Nancy Marie

Nalli, Marie Helen  
Nelson, Brenda Elizabeth  
Netupsky, Brenda Katherine  
Newman, Phyllis Mae

O'Brien, Sheila Ruth  
Olson, Janet Ingrid  
Olson, Sandra Lavaughn  
Orleck, Anita Joyce  
Oro, Esmilta Heredia  
Ostrom, Linda Ann  
Ottaviano, Barbara Ilse

Patston, Jill  
Patterson, Linda Ann  
Pendleton, Beverly Jeanne  
Perkins, Nancy Jane  
Perugini, Mary Jane Theresa  
Picking, Sue Carol  
Poirier, Michele Anne  
Powers, Patricia Ethel

Race, Jane Adams  
Raffel, Carole Ellen

Laconia, New Hampshire  
Conway, New Hampshire  
Gloversville, New York  
Boynton Beach, Florida  
Farmington, Connecticut  
Attleboro

Westfield  
Leonia, New Jersey  
Claverack, New York  
Rochester, New York  
Winchester  
Arlington  
Plainfield, New Jersey  
Matamoras, Pennsylvania  
Burlington, Vermont  
Maplewood, New Jersey  
Springfield  
Athol  
Milton  
Longmeadow  
Milton  
Pittsfield  
Rutherford, New Jersey  
Meriden, Connecticut  
Ventnor City, New Jersey  
Newton  
Berlin, New Hampshire  
Fall River  
Wellesley  
Brookline

Milton  
Stow  
Glastonbury, Connecticut  
Bennington, Vermont

Revere  
Westport, Connecticut  
Newton Highlands  
Saylesville, Rhode Island  
Chitre-Herrera, Panama  
Chappaqua, New York  
Croton-on-Hudson, New York

Darien, Connecticut  
Westwood  
Fayville  
Wellesley  
West Hartford, Connecticut  
Chagrin Falls, Ohio  
Windsor, Connecticut  
Dorchester

North Edgecomb, Maine  
Bridgeport, Connecticut

Rahner, Barbara Joan  
Ramage, Carolyn Anne  
Ramirez, Anita Maria  
Rawding, Brenda Marie  
Rosen, Phyllis Sandra  
Rothman, Valerie May  
Rowell, Constance Lee  
Ruane, Emily Jane

Salk, Ann Zelda  
Santurjian, Carol Elizabeth  
Sauer, Mary Jane  
Sawyer, Janet  
Sawyer, Patricia Anne  
Seidel, Merna Sue  
Senior, Marilyn Alice  
Shenker, Diane Sue  
Sheridan, Margaret Lee  
Siben, Constance Faith  
Simons, Henita Judith  
Smith, Ellen Culver  
Smith, Karil Jane  
Smith, Pamela Parks  
Smith, Susan Janet  
Solov, Barbara Mary  
Spahr, Patricia Frances  
Spangenberg, Suzanne Dorothy  
Spiegel, Bobette Lillian  
Spiehler, Suzanne Elaine  
Stevens, Susan Burr  
Stewart, Janet Alvina  
Stone, Phyllis Carol  
Sullivan, Claire Elizabeth  
Sutherland, Anne Louise

Talbot, Barbara  
Teich, Linda Curtis  
Telfer, Linda  
Terrell, Jean Teresa  
Terry, Linda  
Thomas, Joyce Sara  
Thomson, Katharine Louise  
Thongchua, Sawani  
Turner, Anne Louise

Van Dorn, Susan  
Velenchik, Eileen Lee  
Vincent, Carol Louise

Waite, Justine  
Waters, Elaine Frances  
Weaver, Barbara Lynn  
Wells, Abby Lee  
Werle, Virginia Ann  
Wheeler, Joyce  
White, Joan Margaret

Ridgefield, New Jersey  
Chatham, New Jersey  
Mayaguez, Puerto Rico  
Weston  
Willimantic, Connecticut  
Englewood, New Jersey  
Hillsboro, New Hampshire  
West Newton

Auburn, Maine  
Belmont  
Wilmington, Delaware  
Braintree  
Wellesley Hills  
New Haven, Connecticut  
Braintree  
West Hartford, Connecticut  
Natick  
West Brightwaters, New York  
Wellesley Hills  
Great Barrington  
Maplewood, New Jersey  
Auburndale  
Lynn  
Brighton  
Alexandria, Virginia  
Waban  
San Diego, California  
Pittsford, New York  
Glastonbury, Connecticut  
Riverside, Connecticut  
Brighton  
Rochester, New York  
Auburndale

Darien, Connecticut  
New Britain, Connecticut  
West Medford  
Ridgewood, New Jersey  
West Hartford, Connecticut  
Bristol, Vermont  
Pawtucket, Rhode Island  
Bangkok, Thailand  
Natick

Kensington, Connecticut  
Bridgeport, Connecticut  
Meriden, Connecticut

Orange  
Summit, New Jersey  
Marion  
Bound Brook, New Jersey  
Brightwaters, New York  
Leominster  
Rochester, New York

Whitehill, Judith Logan  
Whitton, Nancy Ann  
Williams, Judith Ann  
Williams, Lynn  
Wolfson, Paula Marion  
Work, Ruth Mary

Yerkes, Martha Livingston  
York, Susann Elliott

Zucker, Ronna Lee

Pittsburgh, Pennsylvania  
Norwalk, Connecticut  
Milton  
West Townsend  
Newton Centre  
North Haven, Connecticut

Wilmington, Delaware  
Bedford

Shaker Heights, Ohio

## FRESHMEN

Adams, Judith Boyd  
Adamski, Joan Catherine  
Agopian, Tanya Lee  
Albin, Linda Morehouse  
Alderman, Susan Diane  
Alperin, Brenda Joyce  
Ashlock, Marilyn Louise  
Avedisian, Nina

Bagenstose, Joan Louise  
Baird, Wilma Leighton  
Bantleon, Judith Lynne  
Bardsley, Eleanor Jane  
Bateman, Janice Claire  
Bazer, Judith G.  
Beaumont, Georgia Marion  
Benedict, Patricia Elena  
Bennett, Ann Judith  
Benson, Linda Ann  
Bermudez, Sara Elvira  
Bezanson, Dianne Evelyn  
Bingle, Gail Ann  
Bird, Carolyn Edith  
Bitzer, Katrina Barrington  
Blodgett, Eleanor Ann  
Borrelli, Virginia Ann  
Bostwick, Marlene Frances  
Breden, Joan Charlotte  
Brodalski, Joan Marie  
Broggi, Judith Anne  
Bromage, Nancy Hopkins  
Brooke, Carol Ann  
Brown, Barbara Ann  
Brown, Caroline Elizabeth  
Bunis, Naomi Sharon  
Burke, Kathleen Marie  
Burns, Margaret Ann  
Busch, Andrea Alexander  
Butler, Elaine Marie  
Byers, Linda Pearl

Montclair, New Jersey  
Hyde Park  
Watertown  
Rowayton, Connecticut  
Wellesley Hills  
Pawtucket, Rhode Island  
Birmingham, Michigan  
Watertown

Melrose  
Upper Montclair, New Jersey  
Rochester, New York  
Squantum  
Ipswich  
Revere  
Harmony, Rhode Island  
White Plains, New York  
Presque Isle, Maine  
Wayland  
Buenos Aires, Argentina  
Avon, Connecticut  
South Lynnfield  
Rockland, Maine  
Bloomfield, Connecticut  
Basking Ridge, New Jersey  
Hamden, Connecticut  
Chestnut Hill  
Wakefield  
Adams  
Cape Elizabeth, Maine  
Barrington, Rhode Island  
Natick  
Winchester  
Beverly  
Rochester, New York  
Norwood  
Torrington, Connecticut  
Norwalk, Connecticut  
Wakefield  
Lowell

Cabral, Sally Ann  
Cadieux, Lynne Duane  
Campanaro, Elizabeth Ann  
Campbell, Susan Dagmar  
Cann, Virginia Mary  
Carberry, Barbara  
Carberry, Gwendolyn  
Carpenter, Mary Agnes  
Carter, Sandra May  
Caruso, Marilyn Jo  
Carvey, Carol Lou  
Cassata, Diane Patricia  
Chin-Ying, Virginia  
Clark, Deborah  
Clark, Lynne Frances  
Clark, Susan  
Clinton, Charlotte Mae  
Coburn, Elizabeth Louise  
Cohen, Toby Ellen  
Cole, Barbara Ann  
Collins, Marianne  
Conkey, Melinda  
Cook, Nancy Lee  
Crabtree, Kristi Mary  
Crafts, Suzanne Hersom  
Craig, Noel Anne  
Craig, Patricia Katherine  
Crumb, Diana

Davidson, Ann  
Davidson, Judith Ann  
Davis, Barbara Elizabeth  
Dawson, Lynne Ellen  
Dazley, Martha Meredith  
Dean, Margaret Jane  
DeLone, Suzanne Galey  
DeLuca, Florence Ann  
DeMartin, Jan Sharryl  
Dennison, Susan Elizabeth  
Despard, Diane Frances  
Dezso, Gail Ann  
Dickson, Margaret Joy  
DiNapoli, Susan Stella  
Downes, Lynda Jane  
Duval, Valerie Rae

Ebersteen, Priscilla Ann  
Echeverria, Lucrecia Beatriz  
Edwards, Janet Christine  
Ellis, Patricia Jane  
Engelhardt, Alexandra Grace

Fager, Marrilyn Southard  
Falt, Linda Joyce  
Farwell, Susan  
Flaster, Carolyn Kay  
Fort, Anne O'Donnell

Swansea  
Acushnet  
Yorktown Heights, New York  
West Hartford, Connecticut  
Rochester, New York  
Merriam, Kansas  
Fairfield, Connecticut  
Norwood  
Framingham  
Summit, New Jersey  
East Hartford, Connecticut  
Westbury, New York  
Brockton  
Dedham  
Sharon  
Marlboro  
North Haven, Connecticut  
Summit, New Jersey  
Brighton  
Westwood  
Lanesboro  
Ware  
Luzerne, New York  
New Rochelle, New York  
Westwood  
Englewood, New Jersey  
Englewood, New Jersey  
Lexington

Arlington  
Rangeley, Maine  
Middletown, Connecticut  
South Miami, Florida  
Stratford, Connecticut  
Kansas City, Missouri  
Wellesley Hills  
Waterbury, Connecticut  
Rochester, New York  
Thomaston, Maine  
Ho-Ho-Kus, New Jersey  
Fairfield, Connecticut  
Colebrook, New Hampshire  
Waterbury, Connecticut  
West Hartford, Connecticut  
Waterbury, Connecticut

Braintree  
Guatemala City, Guatemala  
Fairfield, Connecticut  
Darien, Connecticut  
Maynard

Bloomfield, New Jersey  
Framingham  
Wells River, Vermont  
Stamford, Connecticut  
Wellesley

Fowler, Judith Ann  
Fox, Judith Linda  
Fox, Susan May  
Franke, Joan Carol  
Freeston, Dianne Harding  
French, Beverly Ann  
Fuller, Faith Lillian

Gammons, Joyce Estelle  
George, Mary Wiser  
Gill, Mary Magdaline  
Gillis, Mildred Marie  
Goldberg, Joanne  
Goodman, Carol  
Goodman, Kay Gloria  
Gourdeau, Theresa Doris  
Gozzi, Joan Ida  
Graham, Lela Mildred  
Granchelli, Natalie Juanita  
Grauer, Eleanor June  
Gray, Pamela Elizabeth  
Grean, Linda Ann  
Greene, Glenda Margorie  
Greene, Polly Woodford  
Grodzinsky, Reva  
Grushkin, Carol Louise

Hackett, Carol Ann  
Haggman, Suzanne Corinne  
Halachik, Marie Carol  
Hammonds, Janet Lyn  
Handley, Sharon Lynn  
Hans, Jacqueline Eleanore  
Harmon, Jane Elizabeth  
Harris, Dorothy Conant  
Hartmann, Adrienne Jill  
Hartnett, Ellen Diane  
Healy, Carol Marie  
Heck, Caroline Howell  
Henderson, Carol Lynne  
Hoch, Debra Rae  
Hofberg, Mary Constance  
Hood, Elizabeth Carol  
Horner, Lynne  
Houston, Joan Ann  
Howard, Elizabeth Ann  
Howe, Carol Cynthia  
Hunt, Sandra Jean  
Jackson, Priscilla Geraldine  
Jacobs, Roberta Helen  
Jensen, Laura Therese  
Johnson, Gwendolyn Ruth  
Joseph, Valerie

Karaian, Lanore  
Keeler, Joan Dean  
Kelley, Frances Marie

Norwood  
Newton Centre  
Watertown  
Bloomfield, New Jersey  
Bernardsville, New Jersey  
Northboro  
Waterville, Maine

Milford, Connecticut  
Fairfield, Connecticut  
Merion, Pennsylvania  
Canton  
Belmont  
Shaker Heights, Ohio  
West Hartford, Connecticut  
Danvers  
Framingham  
New Britain, Connecticut  
Waltham  
Forest Hills, New York  
Stratford, Connecticut  
Rye, New York  
Newton Lower Falls  
Leonia, New Jersey  
Manchester, New Hampshire  
Greenport, Long Island, New York

Natick  
Westwood  
Cedar Grove, New Jersey  
Swampscott  
Essex, Connecticut  
Port Washington, New York  
Camden, Maine  
Alexandria, Virginia  
Garden City, New York  
Holliston  
Rye, New York  
Lincoln  
West Collingswood, New Jersey  
Asbury Park, New Jersey  
Medford, New Jersey  
Hightstown, New Jersey  
West Hartford, Connecticut  
West Newton  
Wilmington, Delaware  
Waltham  
Williamsville, New York  
Marlborough, Connecticut  
West Peabody  
Westwood, New Jersey  
Attleboro  
Beverly Hills, California

Watertown  
East Haven, Connecticut  
Taunton



Kelley, Suzanne Jane  
 Kendrigan, Jane Anne  
 Kerzner, Barbara Joan  
 Keul, Karen Louise  
 Kiefer, Patricia Lynn  
 King, Maryellen  
 Kinghorn, Nancy  
 Kirschner, Carole Annette  
 Koerner, Susan Marie  
 Kokxhoorn, Gerardine Francoise  
 Komito, Sheila Beth  
 Korn, Melinda Parker  
 Kottmeier, Ellen Kells  
 Kurzman, Sandra Linda  
 Kushner, Joan Roberta  
 Kyle, Susan

LaFontaine, Lynn Mary  
 Lamson, Carole Ann  
 Landers, Joan Tripp  
 Laney, Eleanor May  
 Larsen, Karen  
 Larsen, Linda Lee  
 Lawrence, Sally Amelie  
 Lediard, Ellen Hope  
 Lee, Jane  
 Leisenring, Suzanne  
 Leser, Linda Anne  
 Levine, Barbara Ellen  
 Lewis, Christine  
 Lezberg, Susan Marjorie  
 London, Barbara Gail  
 Lucas, Mary Charlotte  
 Lucy, Pamela Anne  
 Luppino, Concetta Rose  
 Lyons, Susan Mary

McAuliffe, Amy Elizabeth  
 McIntosh, Ann Glynn  
 McKinnon, Patricia Ann  
 McLean, Dorothy Alice  
 MacCollum, Judy Ann  
 Maier, Lois Kathryn  
 Manzke, Marilyn Eleanor  
 Marshall, Brenda Carole  
 Matkovic, Lydia Suzanne  
 Mayo, Celeste Elisabeth  
 Meehan, Susan April  
 Melick, Marilyn Lee  
 Mersky, Barbara Ann  
 Mertz, Marilyn  
 Metz, Susan Joan  
 Milano, Phyllis Anne  
 Miller, Elizabeth Mary  
 Mirtl, Lynn Penelope  
 Moeller, Joan Beverly  
 Moore, Jean Rich

Danvers  
 Ridgewood, New Jersey  
 Brooklyn, New York  
 Arlington  
 Hempstead, New York  
 North Haven, Connecticut  
 Harwichport  
 Hamden, Connecticut  
 Rochester, New York  
 Stamford, Connecticut  
 Shaker Heights, Ohio  
 East Haven, Connecticut  
 Rochester, New York  
 Brighton  
 Providence, Rhode Island  
 Flemington, New Jersey

Southport, Connecticut  
 Philadelphia, Pennsylvania  
 Lexington  
 Uxbridge  
 Penfield, New York  
 Brigham City, Utah  
 Sharon  
 Springfield  
 Goffstown, New Hampshire  
 Elysburg, Pennsylvania  
 Santa Barbara, California  
 Farrell, Pennsylvania  
 Miami, Florida  
 West Roxbury  
 New York, New York  
 Skaneateles, New York  
 Saxtons River, Vermont  
 South Norwalk, Connecticut  
 Manchester, New Hampshire

Newton  
 Manchester, Connecticut  
 Providence, Rhode Island  
 Hopkinton  
 Rochester, New York  
 Scarsdale, New York  
 Stamford, Connecticut  
 Portland, Maine  
 Manhasset, New York  
 Waterbury, Connecticut  
 Newburgh, New York  
 Fairfield, Connecticut  
 Portland, Maine  
 Newington, Connecticut  
 Larchmont, New York  
 West Medford  
 Branford, Connecticut  
 Bronxville, New York  
 Orange, Connecticut  
 Pleasantville, New York

Morrice, Janet Forbes  
Morse, Nancy June  
Movsessian, Jean Virginia  
Mueller, Sandra Margaret  
Mulvey, Margaret Mary  
Murray, Janet Beverly  
Musche, Dorothy Elizabeth

Nakagawa, Makiko  
Natapow, Susan Carol  
Neal, Melinda Ann  
Neilson, Barbara Howley  
Nelson, Elizabeth Anne  
Nenart, Barbara Ann  
Neuner, Doris Paula  
Nevin, Elizabeth Ann  
Newlin, Leslie Adrienne  
Niebling, Lynda Terry  
Norwell, Linda Marie  
Nulman, Joyce Lorrie

Oakman, Deborah Burgess  
Oetinger, Elaine Marie  
Orcutt, Jeanne Lisbeth  
Orcutt, Valerie Anne  
Oren, Dale  
Orsi, Virginia Ann  
Owens, Marjorie Ann

Paione, June Ann  
Palmer, Lynda Mary  
Parsons, Jane Claire  
Passett, Margery Lana  
Pattee, Charlotte Penelope  
Pearce, Suzanne  
Pelargonio, Marie Elena  
Pers, Anne Devera  
Pickett, Nancy Elizabeth  
Pierro, Cynthia Ann  
Pihl, Constance Linda  
Plattner, Judith Ellen  
Polhemus, Gretchen Miller  
Pond, Pamela Ann  
Porcaro, Ann Marie  
Princer, Diane

Rapp, Margaret Kristin  
Rea, Carol Elaine  
Ready, Judith Anne  
Reardon, Nancy Marie  
Reed, Marilyn Doris  
Reid, Joanne Lindsey  
Reiss, Joan Helen  
Roberts, Sara Scott  
Robertson, Linda Sara  
Robinson, Karla Jayne

Vineyard Haven  
Sharon  
Watertown  
Winchester  
Needham  
Bloomfield, New Jersey  
Seaford, New York

Fukuoka City, Japan  
Rochester, New York  
Hamden, Connecticut  
Waban  
Portland, Maine  
Norwood  
New Providence, New Jersey  
Glastonbury, Connecticut  
Leonia, New Jersey  
Chatham, New Jersey  
Hampton, New Hampshire  
Fall River

Needham  
West Newton  
Hingham  
Yonkers, New York  
Brighton  
South Orange, New Jersey  
Waltham

Lewiston, Maine  
Bloomfield, Connecticut  
Northampton  
Hartford  
Pointe Claire, Quebec  
Durham, Connecticut  
West Newton  
New Rochelle, New York  
Newton Centre  
Natick  
Abington  
Attleboro  
Natick  
Ridgefield, Connecticut  
Winchester  
Hudson, New York

Auburndale  
Wyomissing, Pennsylvania  
Short Hills, New Jersey  
Shrewsbury  
West Hartford, Connecticut  
Coeymans, New York  
Newtonville  
Summit, New Jersey  
Ridgefield, Connecticut  
Quincy

Rowland, Cynthia  
Ruderman, Rona Sue  
Russell, Daphne Aristeia

Sadow, Lynda Sherman  
Sanchez, Holda Agripina  
Saporta, Rochelle  
Sarrazin, Pauline Theresa  
Schenker, Susan Gay  
Schneider, Gail Joy  
Schneiderman, Elaine  
Schoales, Martha Ann  
Schumacher, Carol Friedel  
Schwingel, Elizabeth Mary  
Scott, Janet Elizabeth  
Scott, Susan Irene  
Seremet, Barbara Ann  
Shapiro, Marsha Jennette  
Shaw, Susan Ellen  
Sidel, Barbara Ruth  
Siders, Charlotte Ann  
Simpson, Beverly Elizabeth  
Singleton, Mary Ann  
Skillings, Donna Frances  
Smith, Constance Lee  
Smith, Cynthia  
Smith, Ellen Louise  
Smith, Leona Marcia  
Spalke, Geraldine Pauline  
Sparks, Nan Margaret  
Spigner, Flora Elizabeth  
Sproul, Suzanne Erskine  
Stack, Eileen Frances  
Stark, Barbara Lee  
Stevenson, Sheila Mary  
Stockman, Marguerite Jane  
Stone, Barbara Adrienne  
Story, Barbara Walters  
Striesfield, Cynthia Ina  
Sturm, Patricia Carolyn  
Sward, Sandra Dale  
Swett, Martha Blanche  
Swiatek, Barbara Jane  
Sydow, Susan Karla  
Sylvia, Judith Helena  
Szarek, Donna M.

Tarracciano, Valerie Anne  
Taylor, Susan McDonald  
Terhune, Mary Ann  
Thomas, Nancy Daphne  
Thornton, Nancy Jane  
Tibbetts, Judith E.  
Tisell, Linda Theodora  
Tordoff, Jerilynn Margaret  
Toth, Sue Ellen  
Tracey, Deborah Anne

Auburndale  
Port Jervis, New York  
Akron, Ohio

West Roxbury  
Colon, Panama  
Brooklyn  
Leeds  
New Bedford  
Newton Centre  
Revere  
Blandford  
Mamaroneck, New York  
Basking Ridge, New Jersey  
Revere  
Winchester  
Methuen  
Stoughton  
Needham  
Chestnut Hill  
Winchester  
Saddle River, New Jersey  
Glens Falls, New York  
Cape Elizabeth, Maine  
West Boylston  
Tenafly, New Jersey  
Needham  
Brookline  
Windham, New Hampshire  
Westport, Connecticut  
Valley Falls, New York  
Newcastle, Maine  
New Britain, Connecticut  
Ridgewood, New Jersey  
South Barre  
Millburn, New Jersey  
Trumbull, Connecticut  
Barrington, Rhode Island  
Haverhill  
Greenport, Long Island, New York  
Westerly, Rhode Island  
Dedham  
Westfield  
Leicester  
Fairhaven  
Northbridge

Mount Kisco, New York  
Darien, Connecticut  
Pittsfield  
Chelmsford  
Sharon  
Arlington  
Quincy  
Canton  
Cedar Grove, New Jersey  
Glen Rock, New Jersey

Treciokas, Diane Margo  
Trieber, Elaine Adrienne  
Trudeau, Nancy Anne  
Tuttle, Irene

Ullman, Peggy Ann  
Upham, Noel Louise

Vannasse, Judith Anne  
Vara, June Alice  
Varney, Marilyn Proctor  
Vass, Dana Marion  
Vidmark, Linda Faith  
Viner, Catherine Dale  
Voikos, Marcia Ann

Waldman, Phyllis Martha  
Ward, Lillian Adelaide  
Warner, Edwina Wentz  
Warren, Gail Hanford  
Weidman, Geraldine Genieve  
Wellbrock, Elizabeth Henrietta  
Westbye, Ingrid Anne  
Westendorf, Lynnda Patricia  
White, Susan Douglas  
Whitehouse, Roberta Elsie  
Wickenden, Jeanne  
Wickham, Anne Kathleen  
Wiesel, Ann C.  
Wilbur, Susan Ann  
Wilson, Elizabeth Rees  
Wilson, Jane Springall  
Wolfenden, Wendy  
Wollinger, Virginia Helen  
Woods, Althea Severance  
Worthen, Polly Ann

Yelvington, Van Palmer  
Yen, Amy  
Youlden, Judith Ann

Zglenicki, Jeannette Mary

Norwood  
Revere  
Ware  
South Portland, Maine

Buffalo, New York  
Canton

Waltham  
Wellesley  
Alton, New Hampshire  
Birmingham, Michigan  
Georgetown, Connecticut  
Bangor, Maine  
Attleboro

New Haven, Connecticut  
Braintree  
Lineboro, Maryland  
Garden City, New York  
Groton  
Summit, New Jersey  
Ridgewood, New Jersey  
Teaneck, New Jersey  
New Canaan, Connecticut  
Arlington  
Marion  
Kilmarnock, Virginia  
Stamford, Connecticut  
Brightwaters, New York  
Alexandria, Virginia  
Delmar, New York  
Plymouth  
Tilton, New Hampshire  
Shelburne Falls  
Arlington

New York, New York  
Sao Paulo, Brazil  
Rumford, Rhode Island

New Britain, Connecticut

## POST-GRADUATES

Allen, Sondra Orne  
Barber, Linda Mixsell  
Brockway, Sally Elizabeth  
Browand, Barbara Faison  
Carver, Catherine  
Dazley, Olive Linda  
Ferrucci, Rosalind Catherine  
Light, Ann Pearson  
Nordling, Patricia Margarete  
Risteen, Dorothy Elaine

Philadelphia, Pennsylvania  
Wilton, Connecticut  
Scarsdale, New York  
Hato Rey, Puerto Rico  
Bethel, Maine  
Stratford, Connecticut  
Hamden, Connecticut  
Amherst  
Lexington  
Marblehead

Thomas, Margaret Sturgis  
 Weeks, Karen Frances Tekla  
 Wisenburn, Mary Beth  
 Yeaton, Jane

Sandwich  
 Wayland  
 Selkirk, New York  
 Skowhegan, Maine

## SUMMARY

### ENROLLMENT

Seniors	261
Freshmen	346
Post-graduates	14
	—
	621

### CURRICULA

Secretarial	142
Child Study	86
Medical Secretarial	81
Retailing	79
Liberal Arts	76
Pre-Clinical	43
Art	37
Nursing	34
Home Economics	14
General Academic	11
General	18
	—
	621

### STATES AND FOREIGN COUNTRIES

Massachusetts	249
Connecticut	110
New York	80
New Jersey	67
Maine	26
Rhode Island	15
New Hampshire	15
Pennsylvania	10
Vermont	7
Ohio	5
Virginia	5
California	4
Delaware	4
Michigan	3
Florida	3
Iowa	1
Kansas	1
Maryland	1
Missouri	1
Utah	1
West Virginia	1
District of Columbia	1
Puerto Rico	2
Brazil	2
Panama	2
Canada	1
Guatemala	1
Argentina	1
Japan	1
Thailand	1
	—
	621



# LASELL ALUMNAE CLUBS, 1960-1961

## LASELL ALUMNAE, INC.

### PRESIDENT:

Elizabeth Harrington Logan '49 (Mrs. Robert R.)  
4 Columbus Terrace, Newton Highlands, Mass.

### FIRST VICE-PRESIDENT:

Lillian Reese Roche '50 (Mrs. Paul H.)  
108 Pearson Road, Somerville, Mass.

### SECOND VICE-PRESIDENT:

Muriel Ross Benshimol '46 (Mrs. Richard)  
175 Summer Avenue, Reading, Mass.

### RECORDING SECRETARY:

Priscilla Parmenter Madden '37 (Mrs. Leo J.)  
6 Nobscot Road, Wellesley, Mass.

### CORRESPONDING SECRETARY:

Lillian Feneley Cooley '45 (Mrs. Duane S.)  
3 Garden Road, Concord, Mass.

### TREASURER:

Ruth Turner Crosby '42 (Mrs. Richard A.)  
170 Harvard Street, Newtonville, Mass.

### ASSISTANT TREASURER:

Ruth Buswell Isaacson '36 (Mrs. C. G. G. )  
10 Laurel Avenue, Waltham, Mass.

### ALUMNAE FUND CHAIRMAN:

Louise Tardivel Higgins '37 (Mrs. Charles A., Jr.)  
50 Aspen Avenue, Auburndale, Mass.

### ALUMNAE CLUBS ADVISOR:

Dorothy Inett Taylor '30 (Mrs. Lloyd D.)  
41 Brentwood Drive, Holden, Mass.

### SCHOLARSHIP COMMITTEE CHAIRMAN:

Shirley Gould Chesebro '33 (Mrs. R. Alan)  
110 Carver Road, Newton Highlands, Mass.

### DIRECTORS:

Priscilla Alden Wolfe '19 (Mrs. Leonard P.)  
Box 854, New Hampton, N. H.  
Antoinette Meritt Smith '23 (Mrs. Wilder N.)  
110 Woodland Road, Auburndale, Mass.

Elaine Towne Batson '43 (Mrs. R. R.)  
749 Commonwealth Avenue, Warwick, R. I.  
Betty Williams McGowan '47 (Mrs. F. M., Jr.)  
52 Brewster Avenue, Braintree Highlands, Mass.  
Elizabeth Sleight Dexter '53 (Mrs. C. G.)  
Trim Town Road, North Scituate, R. I.

**ALUMNAE SECRETARY:**

Marjorie MacClymon '32  
Lasell Junior College, Auburndale, Mass.

**LASELL ALUMNAE CLUBS AND PRESIDENTS**

**GREATER BOSTON CLUB:**

Adrienne Smith Stone '23 (Mrs. Mason H.)  
7 Braemore Road, Newton, Mass.

**BRIDGEPORT CLUB:**

Sheila McLaughlin Dunne x-'54 (Mrs. W. J.)  
250 Welch's Point Road, Milford, Conn.

**BUFFALO CLUB:**

Virginia Black DeLong '41 (Mrs. R. C., *Chairman*)  
349 Mount Vernon Road, Snyder, N. Y.

**CAPITAL DISTRICT (ALBANY) CLUB:**

L. Joy Gustavson Smith '50 (Mrs. R. L.)  
1329 Rowe Road, Schenectady, N. Y.

**CHICAGO CLUB:**

Mary-Florine Thielens Peeples x-'06 (Mrs. C. J.)  
523 West Melrose Street, Chicago, Ill.

**CLEVELAND CLUB:**

Barbara Clarkson Moody x-'38 (Mrs. K. A.)  
2432 Dennington Drive, Cleveland, Ohio

**CONNECTICUT VALLEY (HARTFORD) CLUB:**

M. Patricia Quinn '56  
43 Lilley Road, West Hartford, Conn.

**EASTERN MAINE (BANGOR) CLUB:**

Theresa Thompson Osborne '22 (Mrs. Donald)  
3 Church Street, Belfast, Maine

**NEW HAMPSHIRE CLUB:**

Diane Heath Beever '49 (Mrs. Arthur)  
R.F.D.#2, Upton Lane, Goffstown, N. H.

**NEW HAVEN CLUB:**

Naomi Peck Kroner '52 (Mrs. J. A., Jr.)  
99 Chipman Drive, Cheshire, Conn.

**NEW YORK CLUB:**

Janet Holmes '55, 3875 Waldo Avenue, Riverdale, N. Y.

**NORTHERN NEW JERSEY CLUB:**

Joan Krummel Limmer '52 (Mrs. Edward F.)  
240 Mt. Vernon Place, Newark, N. J.

**NORTHERN VERMONT CLUB:**

Joyce Bliss Doyle '56 (Mrs. N. P.)  
198 Home Avenue, Burlington, Vt.

**OMAHA-COUNCIL BLUFFS CLUB:**

Martha Stone Adams '93 (Mrs. Frederick J.)  
5103 Webster Street, Omaha, Nebr.

**PHILADELPHIA-SOUTH JERSEY CLUB:**

Helen W. Robson '24  
507 S. 42d Street, Philadelphia, Pa.

**RHODE ISLAND CLUB:**

Nancy Chase Ferguson '53 (Mrs. James N. III)  
Cobble Hill Road, Lincoln, R. I.

**ROCHESTER (NEW YORK) CLUB:**

Mary Mack Gutsche '55 (Mrs. Brett)  
171 Raleigh Street, Rochester, N. Y.

**SOUTH FLORIDA CLUB:**

Helen Cole Chalfant '28 (Mrs. Edward T.)  
12300 Moss Ranch Road, Miami, Fla.

**SOUTHERN CALIFORNIA CLUB:**

Florence Stetson Pipes '37 (Mrs. L. A.)  
2918 Fourth Street, Santa Monica, Calif.

**SOUTHERN MAINE CLUB:**

Gertrude Hooper Ring '32 (Mrs. Elmer)  
South Freeport, Maine

**WASHINGTON, D. C., CLUB:**

M. Patricia Wilson Kane '54 (Mrs. W. S.)  
3419 Tulane Drive, West Hyattsville, Md.

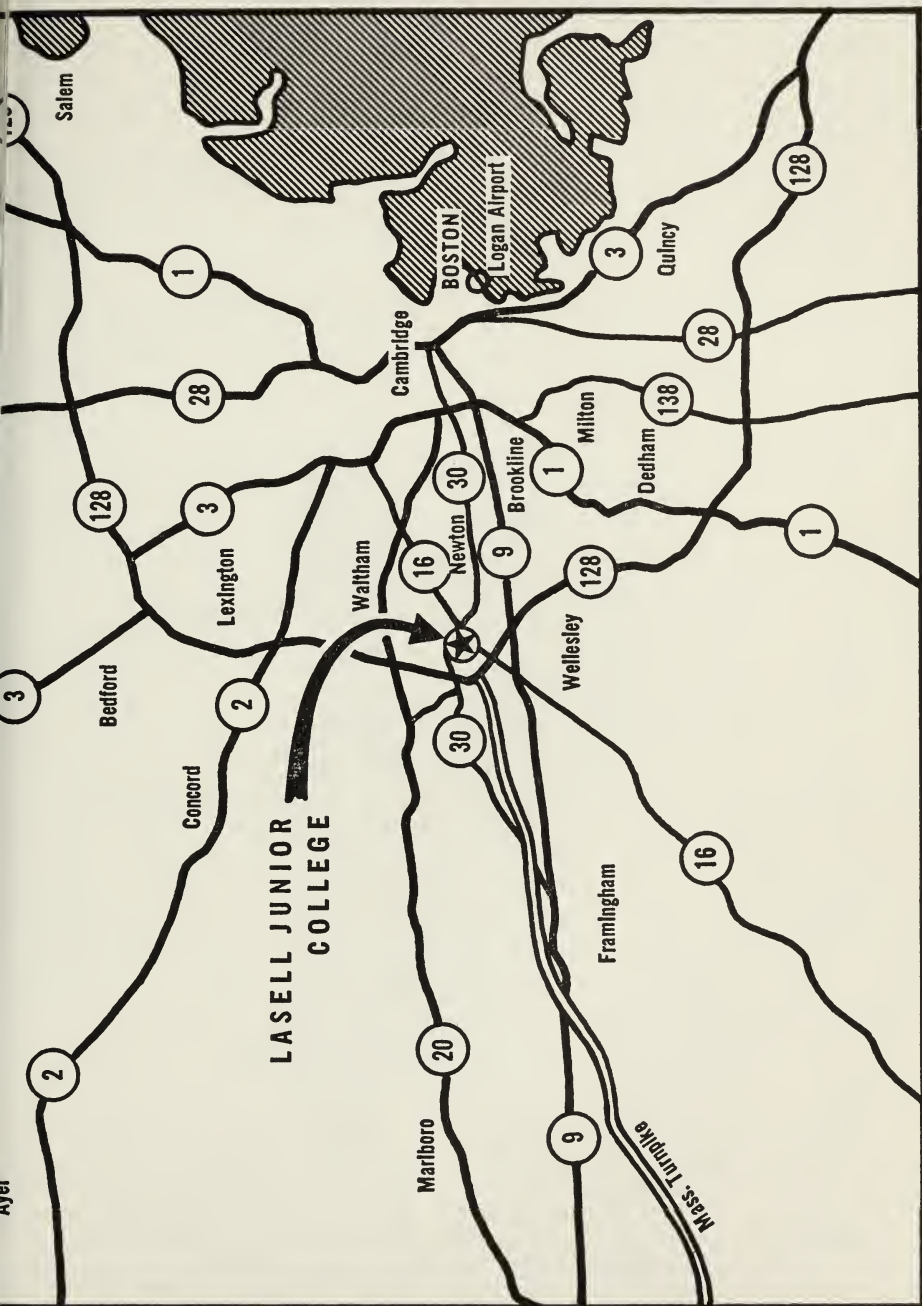
**WESTERN MASSACHUSETTS CLUB:**

Carolyn Powers Fontaine '52 (Mrs. Lester)  
641 Prospect Street, East Longmeadow, Mass.

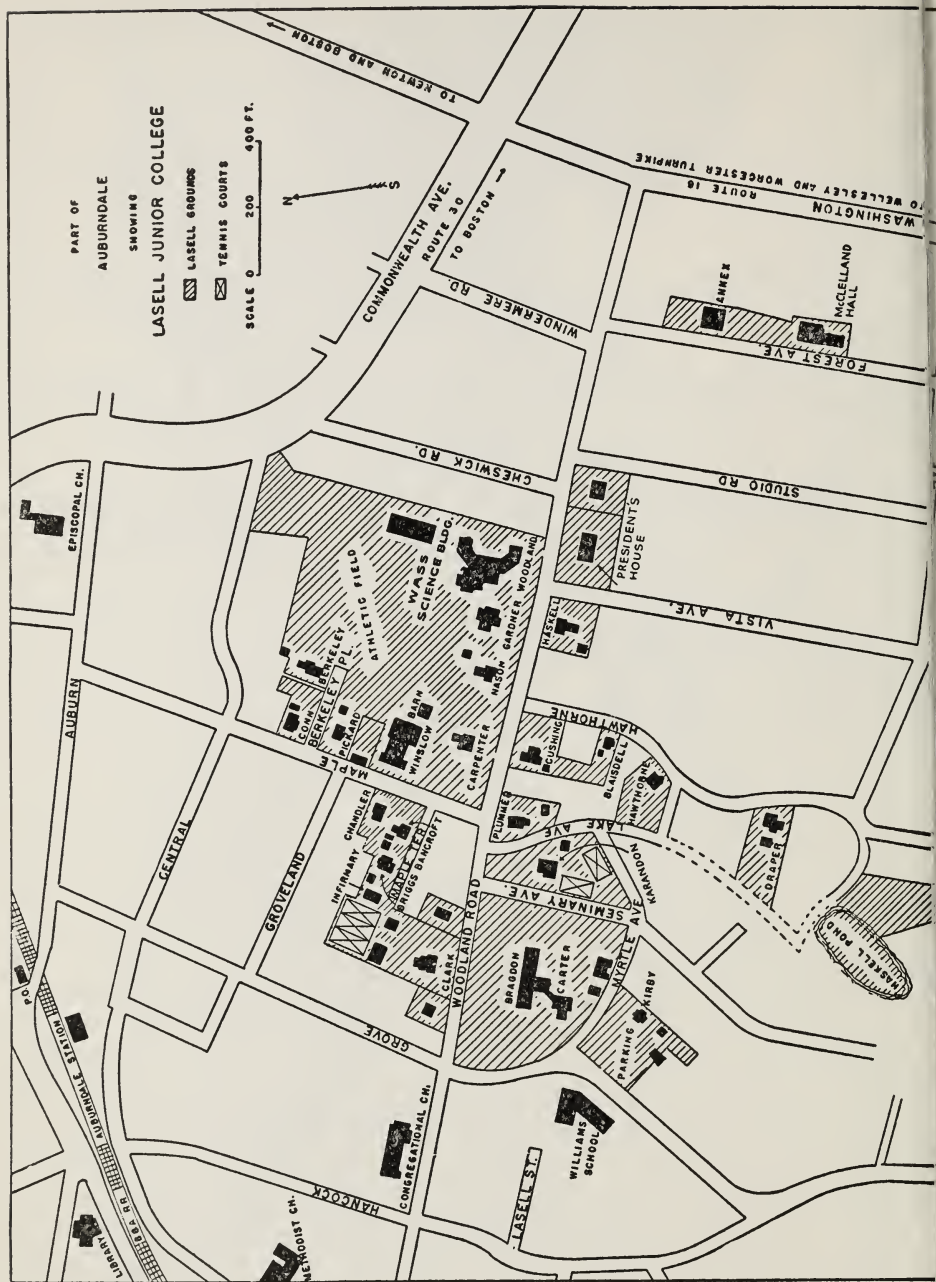
**WORCESTER CLUB:**

Ann Chupis Graye x-'38 (Mrs. W. J.)  
295 Maple Avenue, Shrewsbury, Mass.

## Main Routes to Lasell



## The Lasell Campus





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*Lasell*

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**A Two-Year College for Women**

*Founded 1851*

*Catalogue 1960–1961*

**AUBURNDALE, MASSACHUSETTS**



## **LASELL JUNIOR COLLEGE**

*1960-1961 Catalogue*

Visitors to the College are always welcome. The administrative offices in Bragdon Hall are open Monday through Friday from 9 a.m. to 4 p.m. and until 12 noon on Saturday. It is requested that personal interviews be arranged in advance by letter or telephone.





*One Hundred Eighth Annual Catalogue of*

## **LASELL JUNIOR COLLEGE**

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**1960-1961**

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*Member of*

The New England Association of Colleges and Secondary  
Schools

The New England Junior College Council

The American Association of Junior Colleges

The American Council on Education

**A U B U R N D A L E • M A S S A C H U S E T T S**

# CALENDAR

## 1960

### JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
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### MARCH

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### APRIL

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## 1961

### JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
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### FEBRUARY

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### MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
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### APRIL

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### MAY

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29	30	31				

### JUNE

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### JULY

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### AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
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### SEPTEMBER

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### OCTOBER

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### NOVEMBER

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### DECEMBER

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### MAY

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### SEPTEMBER

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### OCTOBER

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22	23	24	25	26	27	28
29	30	31				

### NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
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12	13	14	15	16	17	18
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### DECEMBER

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24	25	26	27	28	29	30
31						

# THE COLLEGE CALENDAR FOR 1960-1961

## 1960

JANUARY 5	<i>Tuesday</i>	End of Christmas Vacation, for classes
JANUARY 25	<i>Monday</i>	Beginning of Examination Period
FEBRUARY 8	<i>Monday</i>	Beginning of Second Semester
FEBRUARY 22	<i>Monday</i>	Holiday
MARCH 25	<i>Friday</i>	End of Third Quarter; Spring Vacation begins, at noon
APRIL 5	<i>Tuesday</i>	End of Spring Vacation, for classes
MAY 30	<i>Monday</i>	Beginning of Examination Period
JUNE 10	<i>Friday</i>	End of Second Semester
JUNE 12	<i>Sunday</i>	Commencement
JUNE 14	<i>Tuesday</i>	Beginning of Summer Nursing Program
SEPTEMBER 5	<i>Monday</i>	End of Summer Nursing Program
SEPTEMBER 15	<i>Thursday</i>	Registration of New Students
SEPTEMBER 17	<i>Saturday</i>	Registration of Returning Students
SEPTEMBER 19	<i>Monday</i>	Classes Begin
NOVEMBER 10	<i>Thursday</i>	End of First Quarter
NOVEMBER 11	<i>Friday</i>	Holiday
NOVEMBER 23	<i>Wednesday</i>	Thanksgiving Holidays begin, at noon
NOVEMBER 28	<i>Monday</i>	End of Thanksgiving Holidays, for classes
DECEMBER 16	<i>Friday</i>	Christmas Vacation begins, at noon

## 1961

JANUARY 4	<i>Wednesday</i>	End of Christmas Vacation, for classes
JANUARY 23	<i>Monday</i>	Beginning of Examination Period
FEBRUARY 6	<i>Monday</i>	Beginning of Second Semester
MARCH 30	<i>Thursday</i>	End of Third Quarter; Spring Vacation begins, at noon
APRIL 11	<i>Tuesday</i>	End of Spring Vacation, for classes
MAY 29	<i>Monday</i>	Beginning of Examination Period
JUNE 9	<i>Friday</i>	End of Second Semester
JUNE 11	<i>Sunday</i>	Commencement



# THE TRUSTEES OF LASELL JUNIOR COLLEGE

CHAIRMAN: Priscilla Alden Wolfe

VICE-CHAIRMAN: Wilder N. Smith

TREASURER: John L. Arnold

CLERK: Richard A. Winslow

## TERM EXPIRES 1960

Helen Perry, Melrose, Massachusetts

Phyllis Rafferty Shoemaker (Mrs. A. B.), Watsonville, California

## TERM EXPIRES 1961

John L. Arnold, Wellesley, Massachusetts

Irene Sauter Sanford (Mrs. R. M.), Westfield, Massachusetts

Wilder N. Smith, Quincy, Massachusetts

Priscilla Alden Wolfe (Mrs. L. P.), New Hampton, New Hampshire

## TERM EXPIRES 1962

Ruth Thresher Jenks (Mrs. R. R.), Narragansett, Rhode Island

Egon E. Kattwinkel, M.D., West Newton, Massachusetts

Earl H. Ordway, Auburndale, Massachusetts

Antoinette Meritt Smith (Mrs. W. N.), Quincy, Massachusetts

Susan E. Tiffany, Avon Park, Florida

Richard A. Winslow, West Newton, Massachusetts

## TERM EXPIRES 1963

Alice Hillard Corbin (Mrs. A. F.), San Antonio, Texas

Lydia Adams Godsoe (Mrs. W. H.), Camden, Maine

Helen Saunders, Hartford, Connecticut

## TERM EXPIRES 1964

V. Stoddard Bigelow, Auburndale, Massachusetts

Dana M. Cotton, Winchester, Massachusetts

Louise T. Higgins (Mrs. C. A., Jr.), Auburndale, Massachusetts

Denton G. Nutter, M.D., Newton Centre, Massachusetts

Donald J. Winslow, Auburndale, Massachusetts

## EXECUTIVE BOARD

John L. Arnold

Egon E. Kattwinkel, M.D.

Earl H. Ordway

Helen Perry

Antoinette M. Smith

Wilder N. Smith

Priscilla A. Wolfe

Richard A. Winslow

## FINANCE COMMITTEE

John L. Arnold

Earl H. Ordway

Wilder N. Smith

Priscilla A. Wolfe

Richard A. Winslow



## THE LASELL CORPORATION

John L. Arnold, Wellesley, Massachusetts  
Dorothy Barnard '24, Cambridge, Massachusetts  
Helen L. Beede '21, Auburndale, Massachusetts  
V. Stoddard Bigelow, Auburndale, Massachusetts  
Barbara Ordway Brewer '35, Auburndale, Massachusetts  
Alice Hillard Corbin, San Antonio, Texas  
Marion Ordway Corley '11, Auburndale, Massachusetts  
Dana M. Cotton, Winchester, Massachusetts  
Ruth Turner Crosby '42, Newtonville, Massachusetts  
Lydia Adams Godsoe '18, Camden, Maine  
Maude Simes Harding '06, Wellesley Hills, Massachusetts  
Louise Tardivel Higgins '37, Auburndale, Massachusetts  
Martha Fish Holmes '25, Auburndale, Massachusetts  
Ruth Thresher Jenks '14, Narragansett, Rhode Island  
Esther T. Josselyn '27, West Hanover, Massachusetts  
Egon E. Kattwinkel, West Newton, Massachusetts  
Elizabeth Harrington Logan '49, Newton Highlands, Massachusetts  
Priscilla Parmenter Madden '37, Wellesley, Massachusetts  
Olive Chase Mayo '19, Laconia, New Hampshire  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Mildred Strain Nutter '17, Newton Centre, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Evelina E. Perkins '15, Mechanic Falls, Maine  
Helen Perry '24, Melrose, Massachusetts  
Carol Rice '16, Sweet Briar, Virginia  
Etta MacMillan Rowe '11-'13, West Granby, Connecticut  
Irene Sauter Sanford '06, Westfield, Massachusetts  
Helen Saunders '17, Hartford, Connecticut  
Phyllis Rafferty Shoemaker '22, Watsonville, California  
Antoinette Meritt Smith '23, Quincy, Massachusetts  
Wilder N. Smith, Quincy, Massachusetts  
Dorothy Mosher Stone '42, Auburndale, Massachusetts  
Arlene Wishart Sylvester '38, Auburndale, Massachusetts  
Dorothy Inett Taylor '30, Holden, Massachusetts  
Susan E. Tiffany '15, Blandford, Massachusetts  
Priscilla Winslow '35, Cambridge, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire  
Priscilla Alden Wolfe '19, New Hampton, New Hampshire

## ADMINISTRATION

Richard M. Packard, B.A., M.A., Ph.D., *Acting President*

B.A., Hobart College; M.A., Columbia University; Ph.D., Harvard University; Lasell, 1948-

John L. Arnold, A.B., M.B.A., L.L.B., *Treasurer*

A.B., Bowdoin College; M.B.A., Harvard Graduate School of Business Administration; L.L.B., Northeastern University; Graduate study, Massachusetts Institute of Technology; Lasell, 1951-

June Babcock, B.A., M.A., *Dean of Women*

B.A., Wheaton College; M.A., Cornell University; Lasell, 1942-

Mary Blatchford Van Etten, B.A., M.A., *Academic Dean*

B.A., Connecticut College; M.A., Boston University Graduate School; Graduate study, Boston University School of Medicine and Harvard University; Lasell, 1939-

Inez M. Atwater, B.A., M.A., *Student Counselor and Placement Director*

B.A., Jackson College, Tufts University; M.A., Boston University Graduate School; Graduate study, Harvard University; Syracuse University; Lasell, 1946-

Frances W. Johnson, B.A., M.A., *Assistant Dean*

B.A., Connecticut College for Women; M.A., Colorado College; Graduate study, University of Colorado and San Francisco State College; Lasell, 1959-

Muriel McClelland, B.S., *Assistant Dean and Director of Physical Education*

Oberlin; B.S., Boston University; Boston School of Physical Education; Lasell, 1929-

Virginia Blood, B.S., M.A., *Director of Admissions*

B.S., Husson College; M.A., American International College; Graduate study, University of Maine; Lasell, 1955-

## FACULTY

Rita P. Abbott, B.A., M.S.L.S., *Assistant Librarian*

B.A., University of New Hampshire; M.S.L.S., Simmons College, Graduate Library School; Lasell, 1959-

Margaret M. Anderson, R.N., B.S.N.Ed., M.S., *Instructor in Psychiatric Nursing*

Massachusetts General Hospital School of Nursing; B.S.N.Ed., Boston College School of Nursing; M.S., Boston University; Lasell, 1959-

- Josephine A. V. Andrews, B.A., M.A., *Instructor in French*  
B.A., Wheaton College; M.A., Radcliffe College; Lasell, 1958–
- Frances Atwood, B.S., *Librarian*  
B.S., Simmons College; Lasell, 1953–
- Harriet W. Atwood, B.S., M.A., *Instructor in Secretarial Studies*  
B.S. in P.A.L., Boston University; M.A., Boston University; Graduate study, Boston University; Lasell, 1946–
- Marguerite M. Barrett, B.S. in Art Ed., *Instructor in Art*  
B.S. in Ed., Massachusetts School of Art; Lasell, 1959–
- Claire Barry, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University, School of Education; Lasell, 1958–
- Clarissa G. Bassett, A.B., *Instructor in Science*  
A.B., Mount Holyoke; Boston University, C.L.A.; Woods Hole Marine Biological Laboratory; Lasell, 1954–
- WINSLOW F. BECKWITH, A.B., LL.B., S.T.B., Th.D., *Instructor in Religion*  
A.B., Boston University; LL.B., Boston University Law School; S.T.B., Episcopal Theological School; Th.D., Boston University School of Theology; Lasell, 1960–
- Robert Knowles Brandriff, A.B., A.M., *Chairman of the English Department*  
A.B., Maryville College; A.M., Harvard University; Lasell, 1952–
- Stewart M. Brooks, B.S., M.S., *Instructor in Nursing Science*  
B.S., Albany College of Pharmacy; M.S., Philadelphia College of Pharmacy and Science; Graduate study, Purdue University; Lasell, 1957–
- Marie P. Campbell, R.N., B.S., *Instructor in Nursing*  
Springfield Hospital School of Nursing; B.S. in Nursing, Boston College; Lasell, 1958–
- Elaine C. Cavanaugh, B.S. in Ed., *Director Lasell Child Study Center*  
Lesley College; B.S. in Ed., Boston University; Lasell, 1958–
- Carolyn E. Chapman, B.S., Ed.M., *Chairman of the Secretarial Department*  
B.S., Boston University; Ed.M., Harvard University; Lasell, 1943–
- Maria T. Orozco Cobb, B.A., *Instructor in Spanish*  
B.A., Boston University; Universidad de Mexico Summer School; Lasell, 1940–
- Jeanne Budding Cousins, *Instructor in Dancing*  
Harvard Summer School; Leland Powers School; Sarah Lawrence College; Monsieur Lend, The Hague; Madame Espinosa, London; Lilla Viles Wyman, Boston; Chester Hale, Ted Shawn, Martha Graham, New York; Lasell, 1945–
- Ann V. Cuneo, B.S. in Ed., *Instructor in Art*  
B.S. in Ed., Massachusetts School of Art; Lasell, 1959–

- Doris A. Davis, R.N., B.S., *Instructor in Operating Room Nursing*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University;  
Graduate study, Jersey City Medical Center; Lasell, 1958-
- Flora M. DeScenza, R.N., B.S.N., M.S., *Instructor in Medical and Surgical Nursing*  
Lawrence Memorial Hospital School of Nursing; B.S.N., Boston College  
School of Nursing; M.S., Boston College Graduate School; Lasell, 1959-
- Phyllis M. Evans, *Instructor in Music*  
Michigan State University; Graduate Juilliard School of Music; Lasell,  
1956-
- Tilia J. Fantasia, B.S. in Ed., *Instructor in Physical Education*  
B.S. in Ed., Bouvé Boston School of Physical Education; Lasell, 1958-
- Charles H. Fielder, B.S., *Instructor in History*  
B.S. in Engineering, United States Naval Academy; Graduate Study,  
University of Maine; Lasell, 1959-
- Margaret S. Ford, B.S., M.Ed., *Instructor in Secretarial Studies*  
B.S., College of William and Mary; M.Ed., Boston University; Lasell,  
1959-
- Margaret W. French, B.A., M.A., *Instructor in English*  
B.A., Oberlin College; M.A., Birmingham-Southern College; Graduate  
study, Radcliffe College; Summer School, University of Wisconsin;  
Middlebury Language School; Boston University; Lasell, 1946-
- Ruth Wolfe Fuller, *Instructor in English*  
Graduate, Allen-Freeman Studios; Voice Study with Dr. Lee B. Wood-  
cock, John Walker Hall, New York; Courses in Creative Writing, Boston  
University; Intensive Course in Speech and Radio, University of Wiscon-  
sin; Lasell, 1943-
- Bettina H. Harrison, B.S., M.A., *Instructor in Science*  
B.S., University of Massachusetts; M.S., Radcliffe College; Lasell,  
1940-41, 1959-
- Elinor Hoag, B.S., B.S.S., Ed.M., *Instructor in English*  
B.S. and B.S.S., Boston University; Ed.M., Harvard University; Graduate  
study, Radcliffe College, Boston University, Harvard University; Lasell,  
1928-
- Eva M. Holdheim, Diplomate of the University of Paris, *Instructor in French*  
Baccalaureate, Westend Lyzeum, Berlin; Certificate de Langue et de  
Litterature, University of Aix, Aix-en-Provence; Diplome de Sciences  
politiques, University of Paris; Graduate study, University of Berlin;  
Lasell, 1959-



- Sophia J. Josephs, B.S., M.A., *Instructor in Secretarial Studies*  
B.S., New York University; M.A., New York University; Graduate study,  
New York University; Lasell, 1943—
- Marion F. Kennedy, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University; Lasell, 1958—
- Edward R. Lawson, Jr., A.B., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; Graduate study, Boston  
University Graduate School; Lasell, 1959—
- Ruth T. Lindquist, B.A., M.A., *Chairman of the Science Department*  
B.A., Boston University; M.A., Boston University; Lasell, 1944—
- Florence P. Liston, B.S., M.S., M.Ed., *Instructor in Science*  
B.S. and M.S., Lowell Technological Institute; M.Ed., Harvard Univer-  
sity; Lasell, 1959—
- Chun-Jo Liu, B.A., M.A., Ph.D., *Instructor in English*  
B.A., National South West Associated University, Kunming, China; M.A.,  
Occidental College; Ph.D., University of Wisconsin; Lasell, 1959—
- Barbara G. Long, B.S. in B.A., *Instructor in Economics*  
B.S. in B.A., Boston University; Graduate study, Boston University, School  
of Education; Columbia University; Lasell, 1955—
- Lillian MacArthur, Th.B., M.A., D.A.O., *Director of Tests and Measure-  
ments*  
Th.B., Gordon College; M.A., Boston University; D.A.O., Staley College;  
Lasell, 1944—
- Ruth E. Manghue, B.S. in Ed.; M.A., *Instructor in Secretarial Studies*  
B.S. in Ed., Salem State Teachers College; M.A., Teachers College,  
Columbia University; Lasell, 1959—
- Kenneth C. Matheson, A.B., A.M., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; A.M., Boston Univer-  
sity Graduate School; Lasell, 1959—
- Sebastian F. Mignosa, B.S. in Ed., *Instructor in Secretarial Studies*  
State Teachers College, Salem, Mass.; B.S. in Ed., Boston University;  
Lasell, 1956—
- Constance W. Milner, R.N., B.S., *Coordinator of the Nursing Program*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University;  
Graduate study, Boston University and Boston College; Lasell, 1956—
- Lois D. Polley, R.N., B.S., M.S.N.Ed., *Instructor in Nursing*  
New England Baptist Hospital School of Nursing; B.S., Boston Univer-  
sity; M.S., N.Ed., Boston University; Lasell, 1959—



- Evelyn Borden Potts, B.S., *Chairman of the Home Economics Department*  
B.S., Teachers College, Columbia University; Graduate study, Vogue School, Chicago; Art Institute, Chicago; Northwestern University; Lasell, 1944-
- Jane S. Rakatansky, A.B., *Instructor in Psychology*  
A.B., Radcliffe College; Lasell, 1958-
- James H. Remley, B.S., M.A., *Director of the Orphean Club*  
B.S., Indiana (Pa.) State Teachers College; M.A., New York University; Lasell, 1955-
- Lucile Wells Robertson, B.S. in Ed., *Chairman of the Retailing Department*  
Rochester Institute of Technology; B.S., Framingham State Teachers College; Summer study, University of Pennsylvania, Simmons College, and New York University; Lasell, 1955-
- Jacquelin Saunders, B.S. in Ed., M.A., *Chairman of the Art Department*  
B.S. in Ed., Massachusetts School of Art; M.A., Teachers College, Columbia University; Graduate study, Cranbrook Academy of Art; Lasell, 1949-
- Barbara A. Scott, B.A., *Instructor in Science*  
B.A., Bates College; Lasell, 1957-
- Muriel S. Sheppard, B.S. in Ed., *Instructor in Child Education*  
B.S. in Ed., Pottsdam State Teachers College; Lasell, 1957-
- Mary Jo Sweeney, B.S. in Ed., *Instructor in Secretarial Studies*  
B.S. in Ed., Salem State Teachers College; Lasell, 1959-
- Lucy J. Sypher, B.A., M.A., *Instructor in English*  
B.A., University of North Dakota; M.A., Tufts University; Lasell, 1929-
- Frank C. Taylor II, B.A., *Instructor in Music*  
B.A., Yale University; Graduate study, Oxford University, Harvard University, Longy School of Music; Lasell, 1957-
- Amelia J. Terrazano, *Instructor in Art*  
Jackson Von Ladau School of Design; Lasell, 1959-
- A. Harriet Tinker, A.B., *Instructor in Zoology*  
A.B., Connecticut College for Women; Graduate study, Mount Holyoke, Columbia University; Lasell, 1957-
- William K. Tinkham, B.A., M.A., *Instructor in History*  
B.A., Boston University; M.A., Harvard University; Graduate study, Oxford University, Episcopal Theological School, and Tufts University; Lasell, 1959-

- Virginia L. Tribou, B.S. in P.E., Ed.M., *Instructor in Physical Education*  
 B.S. in P.E., Boston University, Sargent College for Physical Education;  
 Ed.M., Boston University; Graduate study, Boston University; Lasell,  
 1936—
- Elinore B. Trowbridge, B.A., A.M., *Chairman of the Psychology Department*  
 B.A., Radcliffe College; A.M., Boston University; Graduate study, Clark  
 University; Lasell, 1955—
- Dorothy S. Wadman, B.S., M.A., *Instructor in Speech*  
 B.S., Simmons College; M.A., Boston University; Lasell, 1959—
- Donald H. Warren, B.S., *Instructor in Art*  
 B.S., Massachusetts School of Art; Lasell, 1956—
- Jean Watt, B.S., *Instructor in Physical Education*  
 B.S. in Physical Education, Bowling Green (Ohio) State University;  
 Lasell, 1946—
- Hazel Wilcox Weden, B.A., *Instructor in English and Director of Reading Laboratory*  
 B.A., Wheaton College; Graduate study, Boston University School of  
 Education; Lasell, 1948—
- Margaret A. Wethern, B.Ed., M.A., *Instructor in Speech and Dramatics*  
 Lasell; B.Ed., Whitewater State College, Whitewater, Wisconsin; M.A.,  
 Teachers College, Columbia University; Manhattan Theatre Colony,  
 Ogunquit, Maine; Graduate study, University of Wisconsin; Lasell, 1945—
- Kenneth R. Whittemore, B.A., B.D., *Instructor in Social Studies*  
 B.A., St. Lawrence University; B.D., Crane Theological School; Graduate  
 study; Tufts University; Lasell, 1959—
- Fern Witham, B.S., M.A., *Instructor in Home Economics*  
 B.S., University of Maine; M.A., Teachers College, Columbia University;  
 Lasell, 1954—
- Mary S. Woodland, B.S. in Ed., *Instructor in Home Economics*  
 B.S. in Ed., Framingham State Teachers' College; Lasell, 1958—
- Jane C. Wyman, *Instructor in Child Study*  
 Wheelock College; Graduate Study, Northeastern University; Lasell,  
 1959—

## STAFF

*Recorder*, Helen L. Beede

*Bursar*, Alice May, B.S.

*Infirmary:*

Elsie R. Morley, R.N., *Nurse*

Margaret C. Vahey, *Nurse*

R. Emerson Sylvester, M.D., *College Physician*

*Dietitian*, Elizabeth W. Smith, B.S.

*Alumnae Secretary*, Marjorie MacClymon

*Director of Housekeeping*, Helen R. Wallstrom

*Bookstore Manager*, Judith E. Hennessey

*Buildings and Grounds:*

Arthur Hicks, *Superintendent*

Ziba Odom, *Assistant*

*Resident Heads:*

Miss Theda Barnes

Mrs. Miriam Black

Miss Constance Blackstock

Mrs. Gladys Brown

Mrs. Marion Brown

Mrs. Audrey Bucknam

Mrs. Marguerite Chandler

Mrs. Agnes Garland

Mrs. Elizabeth Hill

Mrs. Ethel Limbach

Mrs. Marion MacMahon

Mrs. Gladys Maxson

Mrs. Ellen Miller

Mrs. Marion Miller

Mrs. Dorothy Parks

Mrs. Ethel Philbrick

Mrs. Margery Russell

Mrs. Mable Smith

Mrs. Evelyn Stevens

Miss Dorothy Tuttle

Mrs. Marian Walker

Mrs. Alice Whitney

*Office:*

Sue Barnes, *Secretary to the President*

Ruth A. Boardman, *Secretary to the Dean of Women*

Dorothy Harris, *Secretary to the Academic Dean*

Sarah Flowers, *Secretary to the Placement Director*

Lucy Bovenzi, *Secretary to the Committee on Admissions*

Sarah M. Hathaway, *Main Office*

## THE COLLEGE

**HISTORY** Lasell Junior College is proud of the fact that it has celebrated its one hundredth anniversary. It was founded in 1851 by Edward Lasell, Professor of Chemistry at Williams College, as a school for the advanced education of young women. In 1921 the school was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and on March 7, 1932, the name was changed by legislative action from "Lasell Seminary" to "Lasell Junior College."

By authority of the Massachusetts Legislature Lasell grants the degrees of Associate in Arts or Associate in Science to its graduates. The College is a member of the New England Association of Colleges and Secondary Schools, of the New England Junior College Council,\* of the American Association of Junior Colleges, and of the American Council on Education.

Lasell aims to give young women, during two short years away from home, a zest for the adventure of learning and a more mature understanding of the world in which they live. Taking advantage of its location in a great metropolitan area, Lasell tries to pay sufficient attention to the liberal arts and the humanities to suggest values for life and civilized existence. Lasell also prepares for several vocations, any one of which gives a woman the security of being able to earn her own living and the satisfaction of being ready to perform useful community service. For those who feel the need of greater specialization in a chosen field, Lasell offers an introductory education which trains some students for transfer to senior colleges.

**LOCATION** The College is in Auburndale, a part of the suburban city of Newton. Trains, busses and local taxis afford convenient access to Boston. Trains for New York and the West stop at nearby Newtonville. The Logan International Airport is popular with Lasell students whose homes are outside of the New England area.

\*Membership in the New England Junior College Council certifies that the purposes for which the college is organized, the general control, administration, faculty, health and recreation facilities, program of studies, requirements for admission and graduation, recognition by other institutions, guidance program, library, physical plant and finances have been examined and approved by the Membership Committee of the Council.

## **GROUND AND BUILDINGS**

The grounds of the College cover twenty-five acres and, for the most part, front upon Woodland Road.

The green lawns and hillsides, the trees, flowers, gardens and driveways serve as an attractive setting. There are pleasant walks in the neighborhood, and the recreation field, the Charles River and the tennis courts afford abundant opportunity for healthful outdoor activity.

The residence houses are homelike, well arranged, and thoroughly comfortable. Bragdon Hall is the main building of the group. In it are the offices of administration, lecture and music rooms, parlors, the library and a studio. The second and third floors are used as a dormitory. This hall was named for Charles C. Bragdon, principal from 1874 to 1908.

Carter Hall is connected with Bragdon Hall by a bridge, and contains a small assembly hall, a swimming pool, and laboratories and lecture rooms for home economics and other classes. Blaisdell, Briggs, Carpenter, Chandler, Clark, Conn, Converse, Cushing, Draper, Gardner, Hawthorne, Karandon, Ordway, and Pickard are senior residence houses. Each house accommodates a group of eight to thirty students with a resident head.

Woodland Hall, a fireproof dormitory and central dining hall, was opened for occupancy in 1950, while Winslow Hall, an auditorium-gymnasium, combines facilities for dramatics productions and College assemblies, receptions, dances, musical organizations and the physical education program.

The Wass Science Building, most recent addition to the physical plant of the College, has been in use since the spring of 1955. This modern three-story structure houses general classrooms as well as fully-equipped laboratories for anatomy, physiology, zoölogy, biology, qualitative and quantitative analysis, chemistry, and medical technology.

The Infirmary is a house of eleven rooms fully equipped to serve the needs of students, and is presided over by two resident nurses. The Recreation Center (called "The Barn") houses the postoffice, the bookstore, a basement game room, and two lounges. The Nellie Plummer Library contains the Alumnae offices.



## ACADEMIC INFORMATION

### EDUCATIONAL OPPORTUNITIES

Lasell offers two years of study following graduation from secondary school. The work leading to advanced standing in a senior college or university includes a program selected from the following group of subjects: English, languages, sciences, mathematics, and social studies.

The general terminal courses are designed for those students who do not wish to spend four years in college but who do feel the need of training and study after high school which will help them in living and working with people.

Special terminal vocational curricula are designed for those students who are interested in preparing for careers in home economics, child study, music, art, dramatics, retailing, general and medical secretarial training, and nursing.

Pre-professional courses are offered to prepare students for schools of occupational therapy, physical therapy, and for hospital training in laboratory technology, and schools of nursing where preference is given to women who have had some college work.

### REQUIREMENTS FOR ADMISSION

The Committee of Admissions endeavors to select from the list of applicants those students whose previous records show that they are able to profit by attendance at a junior college, and who represent a broad geographical distribution. Applicants for the Nursing Program should see special requirements elsewhere in the catalogue.

As a further aid in an effort to maintain a representative group of students who will profit by the opportunities offered at Lasell, it is desirable that some member of the Admissions Committee have a personal interview with each applicant. When this is not possible, owing to distance, it may be arranged to have an alumna of the college designated by the Admissions Committee serve in lieu of the Committee.

The "Application for Admission" must be signed for each applicant by the parent or guardian. When the application is filed, a transcript blank is forwarded to the principal of the school last attended, to be filled out and returned to the Committee on Admissions.

To be admitted to the freshman class a student must have graduated from an approved secondary school with a record, preferably with 16 college preparatory units, satisfactory to the Committee on Admissions. Students applying for the Liberal Arts curriculum and the Pre-Clinical Medical Technology cur-

riculum are required to take the Scholastic Aptitude Test of the College Entrance Examination Board during the senior year of secondary school. This test is recommended for candidates choosing other curricula. The majority of candidates will be notified of the decision of the Committee on Admissions in March. The Committee may accept applicants with high academic averages as soon as the transcript and all recommendations have been processed.

**ADVANCED** A limited number of students are admitted each year  
**STANDING** with transfer credit from other colleges. A student entering with advanced standing must fulfill the requirements for admission to the freshman class. As the number applying for admission usually exceeds the number that can be accommodated in the dormitories, transfer applications are considered only after all students who have been at Lasell for one year have been assigned rooms.

**REQUIREMENTS** To obtain recommendation for advanced  
**FOR TRANSFER** standing on transfer, a student must in general  
**TO SENIOR COLLEGES** earn a B average or higher. She may have to take the Scholastic Aptitude Test, certain College Entrance Examination Board Achievement Tests, or other tests as requested by the senior college. It should be noted that the content as well as the quality of both the preparatory school and the junior college programs must be satisfactory to the college which the student desires to enter, whether her purpose is to carry forward a liberal arts or a vocational course. Requirements vary and results will generally be more satisfactory to Lasell and to the student when her wishes are stated and discussed at the outset. Experience shows that a student is best prepared for senior college work by taking in her preparatory program English, history, mathematics, foreign languages, and laboratory sciences, and then in electing the Liberal Arts curriculum during her two years at Lasell.

**REQUIREMENTS** A graduate of Lasell receives the degree of  
**FOR GRADUATION** Associate in Arts or Associate in Science according to her curriculum. The specific requirements for the different curricula will be found in the following pages. In general it may be said here that in addition to the requirements for admission to full freshman standing already outlined, a student must complete sixty-five semester hours of academic and technical work, including ENGLISH 101-102 or six semester hours of a literature if approved by the Academic Advisor. This figure is based on a minimum program of fifteen credit hours per semester, plus the courses in Physical Educa-

tion (four credit hours) and in Orientation (one credit hour) required of all students. Candidates for either of the Lasell degrees must also have been regularly enrolled full-time students of the College for at least one academic year.

Although the passing grade is D, a C average is required for graduation. First and third quarter grades are tentative; those that come at the end of each semester determine the student's actual academic standing.

The curricula outlined in the following pages are subject to reasonable modification, and the group elected should be coherent and adapted to the abilities and requirements of the individual student. Before a student will be admitted to classes, her program must receive the approval of her Academic Advisor.

#### COURSE NUMBERS

The numbering system used to identify the course offerings described hereafter is based on a primary division of all courses into "100" or freshman courses, and "200" or senior courses. This division is intended to serve as a general guide only, and in making up her program the student should be aware that there are a number of courses in which the enrollment is almost equally divided between freshmen and seniors, and that in cases of special interest, special aptitude, or even of mere conflict in scheduled hours, exceptions can frequently be arranged after consultation with the student's academic advisor and the instructor of the course in question.

Odd-numbered courses are offered in the first semester only; even-numbered courses, the second semester. An odd number followed by the letter S indicates a one-semester course offered both semesters. Courses identified by two numbers separated by a hyphen ("ENGLISH 101-102") are year courses which must be taken as a unit. When the two numbers are separated by a semi-colon ("SOCIAL STUDIES 207; 208") the course is a year course which may be entered or dropped between semesters. "300" courses and courses whose numbers are preceded by the letter X apply to the Nursing Program only, and indicate "third year" and "summer session," respectively. The College reserves the right not to offer a class for which fewer than four students enroll.

Course numbers preceded by a star indicate Liberal Arts courses which carry transfer credit.

Numerals in parentheses to the right of the course title gives the total credit in semester hours carried by the course. In general, a semester hour of credit represents one hour a week of lecture or two hours of laboratory or studio work.



## CURRICULA

**Art** The Art Department strives to promote the Lasell ideal in making it possible for the student to combine a well-rounded liberal arts education with specialized vocational training. Every art major is prepared, to the extent of her ability, for further work in art school or for apprenticeship in the professional field. Academic and creative courses in art are also offered to non-art majors interested in art as a cultural background, as an avocation, or in its application to the everyday problems of the consumer and homemaker.

The Department offers four majors, all leading to the Associate in Arts degree. The INTERIOR DESIGN major prepares the student to combine color and texture, furniture and fabrics in harmonious interiors and to interest the prospective client in her creations. To this end the student is taught how to develop ideas effectively and to illustrate them with convincing drawings and three-dimensional models. A maximum of training is given in both the esthetic and practical aspects of the field, for use professionally or as a homemaker. Good taste and design sense are developed along with a familiarity with materials and sources of supply useful to the practicing decorator.

For the student with a flair for styles, the FASHION major affords the necessary training in drawing fashion figures and accessories and in planning and rendering the layouts used in the art departments of stores and fashion publications. A study of contemporary designers and illustrators is included in the major to further the student's understanding of fashion cycles.

In the ADVERTISING DESIGN major the power of the well-designed and carefully planned advertisement in the successful merchandising of a product is stressed and illustrated in the projects covered in this curriculum. Instruction develops the design and technical skill of the student and introduces her to the fundamentals of her specialty.

The student who elects the CRAFTS major is given the creative understanding of materials, tools, and techniques necessary to produce well-designed and useful objects. Knowledge and skill in handicrafts is at a premium today, and the trained student will find a variety of opportunities in summer camps, recreation centers, adult education groups, or in free-lance work in the retail field.

AT: Interior Design Major

FIRST YEAR	CREDIT HOURS	
	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Introductory Interior Design	3	3
Lettering	1	—
Drafting and Sketching	1	—
Architectural Design	—	1
General Crafts	1	1
Electives (History of Civilization or Language recommended)	3-4	6-7
	<hr/> 15-19	<hr/> 15-18
SECOND YEAR		
History of Art	3	3
Advanced Interior Design	3	3
Painting	2	2
Electives (Poster Techniques recommended)	7-10	7-10
	<hr/> 15-18	<hr/> 15-18

RT: Fashion Major

FIRST YEAR	CREDIT HOURS	
	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Fashion Illustration	3	3
Lettering	1	—
Drafting and Sketching	1	—
Electives (Fundamentals of Clothing or Figure Drawing recommended)	1-3	7-9
	<hr/> 15-17	<hr/> 16-18
SECOND YEAR		
History of Art	3	3
Painting	2	2
Advanced Fashion Illustration	3	3
Figure Drawing	1	1
General Crafts	1	1
Electives (Advanced Clothing or Poster Techniques recommended)	5-7	5-7
	<hr/> 15-17	<hr/> 15-17



## ART: Advertising Design Major

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Advertising Design	3	3
Drafting and Sketching	1	—
Lettering	1	1
Electives (Liberal Arts courses recommended)	2-4	6-8
	<hr/> 16-18	<hr/> 16-18

### SECOND YEAR

History of Art	3	3
Painting	2	2
Advanced Advertising Design	3	3
Figure Drawing	1	1
General Crafts	1	1
Electives (General Typewriting and Poster Techniques recommended)	5-8	5-8
	<hr/> 15-18	<hr/> 15-18

## ART: Crafts Major

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Art Appreciation	3	—
Drawing and Design	3	3
Introductory Crafts	3	3
Drafting and Sketching	1	—
Electives (Liberal Arts courses recommended)	2-4	6-9
	<hr/> 15-17	<hr/> 15-18

### SECOND YEAR

History of Art	3	3
Advanced Crafts	3	3
Electives (Fundamentals of Clothing, Textiles, or College Chemistry recommended)	9-11	9-11
	<hr/> 15-17	<hr/> 15-17

A valuable contribution to both community life and the home can be made by the young woman trained in Child Study. In view of this dual role the Lasell Child Study Department offers two major programs in the field, both leading to the Associate in Science degree. The first of these is the CHILD STUDY TRANSFER major, which is designed to fill the special requirements of the student interested in becoming a thoroughly trained nursery school teacher.

The need for teachers specifically trained to work with young children, and possessing professional experience in the problems of childhood growth and pedagogy, is urgent and becoming more so every day, and the qualified graduate in nursery school work will find innumerable attractive job opportunities awaiting her. Students interested in preparing for a career in nursery school teaching should elect the Transfer major in Child Study and be prepared to continue through to their Baccalaureate after their graduation from Lasell. To avoid time-consuming duplication of effort Child Study Transfer majors are strongly urged to have their Lasell programs approved by the professional school to which they intend to transfer.

The Child Study Department also offers a number of courses which provide a valuable background to the understanding of the growth and training of children in the setting of family life. These courses constitute the CHILD STUDY NON-TRANSFER major, and are designed for the student who enjoys working with children and wants to attain basic information about childhood behavior to apply in her own home or in some form of community service.

A special feature of the Child Study program in this department is the Lasell CHILD STUDY CENTER. Here students have an opportunity to watch a model nursery school in operation under the direction of a graduate specialist trained in the field. The Center, which is attended by a cross section of children from the community, is fully equipped with standard recreational and educational devices currently in use in American nursery schools. By the use of one-way vision screens students are able to observe the group behavior of children under scientifically controlled conditions. At other times they are themselves allowed to participate in the supervision of the Center, and thus emerge from the course with both theoretical and practical experience in nursery education.

## CHILD STUDY: Transfer Major

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Speech	2	2
Zoology	4	4
Child Development	3	3
History of Civilization to 1500 or Sociology	3	—
Social Problems or History of Civilization 1500 to 1900	—	3
Basic Music for Child Study or Instrumental Music Appreciation	1-3	2-3
	<u>16-18</u>	<u>17-18</u>

### SECOND YEAR

Orientation in Early Childhood Education	4	4
Introductory Psychology	3	—
Child Psychology	—	3
History of Art	3	3
A Literature	3	3
Electives (Sociology or History of Civilization, Art for Childhood Education or Children's Literature recom- mended)	3-5	3-5
	<u>16-18</u>	<u>16-18</u>

## CHILD STUDY: Non-transfer Major

### FIRST YEAR

### CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Speech	2	2
Child Development	3	3
Physiology	3	—
Art for Childhood Education	3	3
Basic Music for Child Study Majors	1-3	3
Electives	—	2-4
	<u>15-17</u>	<u>16-18</u>

### SECOND YEAR

Orientation in Early Childhood Education	4	4
Introductory Psychology	3	—
Child Psychology	—	3
Children's Literature	2	2
Fundamentals of Play Production or History of Art	3	3
Instrumental Music Appreciation	2	2
Electives	2-4	2-4
	<u>16-18</u>	<u>16-18</u>

Home Economics has come to be one of the most satisfying branches of study for the young woman of today since it prepares her not only for marriage but also for a wide variety of job possibilities in the business world.

The Home Economics Department offers training and experience in three different specialties, each leading to the Associate in Science degree. The FOODS AND DIETETICS major is a course of study preparing the student for the position of assistant dietitian in a hospital. Intensive training is given in the causes, symptoms, and dietetic treatment of all diseases appropriate to this category. One full semester is devoted to the study and experience of carefully planned and nutritionally sound disease dietaries for specific illnesses. Normal nutrition in health, from pre-natal care through infancy, childhood, adulthood to old age is also covered in this major.

The CAFETERIA AND RESTAURANT MANAGEMENT major treats all aspects of food service to the public in school or industrial cafeterias, hospitals, or restaurants. Practical experience is gained through training and observation carried out in the College Cafeteria and in a carefully selected group of nearby hospitals and restaurants.

In the CLOTHING AND FASHION DESIGN major the student learns basic art principles and illustration techniques, the skillful construction of clothing, draping and pattern making, and the fine points of dressmaking. Professionally there is an open field for the talented and ambitious student in this major. Starting salaries are often modest but excellent opportunities for training and advancement are afforded in the wholesale and retail trade and in the areas of designing and patternmaking. Typical ultimate positions for majors pursuing more advanced training include situations in illustration, retailing, publicity, consulting, fashion show promotion, and fashion designing for lingerie, bridal and party gowns and other types of clothing.

## HOME ECONOMICS: Foods and Nutrition Major

FIRST YEAR	CREDIT HOURS	
	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Foods	3	3
General Chemistry or College Chemistry	3-4	3-4
Sociology	3	—
Social Problems	—	3
Electives (Speech, Business Arithmetic or Liberal Arts subject recommended)	4	4
	<hr/> 16-17	<hr/> 16-17
SECOND YEAR		
Introductory Nutrition	3	—
Therapeutic Nutrition	—	3
Economics	3	3
Physiology and Microbiology	3	3
or		
Anatomy and Physiology or Zoology	3-4	3-4
Introductory Psychology	3	—
Psychology of Personality	—	3
Electives (Accounting or Liberal Arts subject recommended)	3-4	3-4
	<hr/> 16-18	<hr/> 16-18

## HOME ECONOMICS: Cafeteria and Restaurant Management Major

FIRST YEAR	CREDIT HOURS	
	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Foods	3	3
General Chemistry	3	3
Physiology	3	—
Business Arithmetic	—	3
Electives (Economics or other Liberal Arts subjects recommended)	3-6	3-6
	<hr/> 15-18	<hr/> 15-18
SECOND YEAR		
Cafeteria Management	4	4
Introductory Nutrition	3	—
Therapeutic Nutrition	—	3
Accounting	3	3
Introductory Psychology	3	—
Psychology of Personality	—	3
Electives (Liberal Arts subjects recommended)	3-5	3-5
	<hr/> 16-18	<hr/> 16-18



HOME ECONOMICS: Clothing and Fashion Design Major

FIRST YEAR

CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
Fundamentals of Clothing	3	3
Fashion Illustration	3	3
Fashion and Personal Design	3	—
Textiles	—	3
Figure Drawing	1	1
Electives (Liberal Arts subjects recommended)	2-4	2-4
	<hr/> 15-17	<hr/> 15-17

SECOND YEAR

Advanced Clothing	3	—
Draping and Pattern Drafting	—	3
Creative Fashion Design	2	2
General Advertising	2	—
Advanced Fashion Illustration	3	3
Electives (Psychology, Economics, and Art Appreciation recommended)	5-7	7-9
	<hr/> 15-17	<hr/> 15-17

## Liberal Arts

One of the most significant aspects of the Lasell educational ideal is the belief that a young woman's college training ought not to be confined to the area of her vocational specialty alone, but that it should also be conducive to a fulfillment of her potentialities as a person and to her contentment and effectiveness as a member of society. The traditional assumption of American education is that the Liberal Arts can make the most important contribution to the realization of the second half of this ideal.

Possibly chief among the virtues of the Liberal Arts as an intellectual discipline is that their influence on life is not to be measured by any fluctuating standard of mere commercial utility, but that they tend rather to manifest their power in a lifelong process of maturation of the individual's capacity to think, to discriminate, and to enjoy. Granted the student's enthusiasm and a certain intelligence, study of the Liberal Arts can make an incalculable addition to the refinement of her taste and to the depth and intensity of her life in general.

A unique feature of a Lasell education is the care with which all curricula have been organized to achieve a correct balance of technical courses in any of the various fields of specialization offered with courses of a purely cultural nature in the area of the Liberal Arts. Certain minimum requirements in the Liberal Arts are exacted in most of the curricula, but by a judicious use of her electives a Lasell girl can, regardless of her major field, graduate with an introduction to history, philosophy, the social sciences, literature and the arts sufficient to guide her reading and stimulate her intellectual growth for the rest of her life.

In addition to this basic contribution to the culture of the technically trained student, Lasell also offers a Liberal Arts major leading to the Associate in Arts degree. This major is designed to serve two types of student particularly: the girl who wants a full four year Liberal Arts education and plans to transfer to a senior college after her graduation from Lasell, and the girl who shares this belief in the importance of the Liberal Arts in the culture of the individual but who cannot, for any of a variety of reasons, devote four years to their study. To be recommended for transfer, a student must maintain a B average and must have a secondary school record satisfactory to the college to which she plans to transfer.

# LIBERAL ARTS

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
French or Spanish	4	4
Zoology, College Chemistry, or College Algebra	3-4	4
History of Civilization or Sociology	3	3
Electives (to be chosen from Liberal Arts subjects)	2-3	1-3
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

English Literature or other literature course	3	3
French or Spanish	4	4
College Chemistry or Zoology	4	4
Psychology or a Social Study	3	3
Electives (to be chosen from Liberal Arts subjects)	1-3	1-3
	<hr/> 15-17	<hr/> 15-17

## Medical Secretarial

Medicine and its related fields have been found to hold a high place on the list of career interests of many young women today, and for those who find it impossible to undertake the long program of professional training necessary to become a doctor of medicine or a registered nurse, the position of medical secretary offers a challenging and rewarding alternative. Job opportunities are nearly unlimited in doctors' offices, hospitals, clinics, medical departments of insurance companies, state or city health departments, pharmaceutical houses, and in many other offices where a combination of secretarial and scientific training is an indispensable requirement.

The Medical Secretarial curriculum is built on a solid foundation of science courses, such as anatomy, physiology, and chemistry, in addition to a full year of practice in the laboratory techniques particularly useful to the medical secretary. On the basis of this training the student is prepared to handle the routine clinical operations which will be her job in the average doctor's office, such as chemical and microscopic urinalysis, blood counts and blood typing, pulse rates, body temperatures, and preparation of injections.

Concurrently with her scientific training, the student is also being prepared to handle routine office procedures, to make appointments, to greet patients, keep financial records, to take medical case histories and other records both from shorthand notes and machine dictation, and to develop an understanding of and familiarity with medical problems through a constant study of medical terminology.

The Medical Secretarial curriculum is subject to a constant process of reevaluation in order to keep its offerings parallel to recent developments and new discoveries in the rapidly changing field of medicine which will have an effect on clinical practices or office procedures important to the effectiveness of the doctor's secretary. In addition to classroom exercises and laboratory experience, field trips to the clinical laboratories of a near-by hospital help the student gain a working knowledge of basal metabolisms and electrocardiograms.

An interesting by-product of the Medical Secretarial curriculum is the fact that the experience of the course is frequently a vital factor in the decision of a number of medical secretaries to further their education as medical technicians or nurses.

# MEDICAL SECRETARIAL

## FIRST YEAR

## CREDIT HOURS

	<i>First Semester</i>	<i>Second Semester</i>
Freshman English	3	3
General or College Chemistry	3, 4	3, 4
Anatomy and Physiology	3	3
Elementary or Intermediate Shorthand	4	4
Elementary or Intermediate Typewriting	3, 2	3, 2
	<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Advanced Medical Shorthand	4	4
Advanced Typewriting	2	2
Laboratory Techniques for the Medical Secretary	3	3
Medical Secretarial Practice	3	-
Professional Bookkeeping	-	3
Elective (Introductory Psychology recommended)	3-5	3-5
	<hr/> 15-17	<hr/> 15-17



# Nursing

## GENERAL

## INFORMATION

The Lasell Nursing Program, established in 1954, provides three years of carefully integrated academic education and professional experience leading to an Associate in Science degree. Upon completion of this program the student is eligible to take the Massachusetts State Board examinations in order to qualify as a Registered Nurse (R.N.).

For the first two academic years students combine laboratory sciences, Liberal Arts courses, and nursing subjects with clinical experience at the Peter Bent Brigham Hospital. Students are afforded the opportunities of a college environment enriched with a variety of extra-curricular activities designed to develop the student's intellectual, social, and emotional maturity as she prepares for professional nursing.

During the summer sessions and the third year, students are in residence at the Peter Bent Brigham Hospital, Boston Lying-in Hospital, Children's Medical Center, and the Massachusetts Mental Health Center. These facilities provide excellent opportunities for students to augment theory and to acquire good clinical experience in major areas of nursing. Patient care is closely correlated with the classroom instruction and supplemented by ward clinics to make the learning process effective and meaningful.

The Lasell Nursing Program is planned to prepare students to function effectively as professional bedside nurses with the patient's physical, emotional, and spiritual welfare as the primary consideration. Those who wish to continue their nursing education transfer to a senior college or university for the bachelor's degree in Nursing after the completion of the Lasell Program.

## ENTRANCE

## REQUIREMENTS

A student applying for the Lasell Nursing Program should be able to submit an above-average college preparatory record of sixteen units, including four units of English, two units in mathematics, two units in science, and two units in social studies. Two years or more of a foreign language are strongly advised. A Nursing candidate must also earn satisfactory scores on Nursing Aptitude tests. She must be in excellent physical health and have ability and character ratings that indicate success in the nursing profession. Finally,

she must be a person with a sincere desire to dedicate her interests and energies to the finest traditions of the nursing profession.

**EXPENSES**      The cost for the first two years of the Nursing Program is the same as for students in any of the other Lasell curricula, except for moderate additional charges for transportation to and from the Hospital and for the required uniforms. Expenses for each of the first two summer sessions will be \$150.00. The charge for the third year of required hospital experience (including affiliations) should not exceed the current tuition rate.

**NURSING**

FIRST YEAR	CREDIT HOURS	
	First Semester	Second Semester
Freshman English	3	3
Anatomy and Physiology	3	3
General Chemistry	3	3
*Fundamentals of Nursing	4	4
Sociology	3	—
Microbiology	—	3
	<hr/> 16	<hr/> 16
*FIRST SUMMER SESSION		
Medical and Surgical Nursing I	6	
Operating Room Nursing	4	
Pharmacology	2	
	<hr/> 12	
*SECOND YEAR		
*Medical and Surgical Nursing II	5	5
Introductory Nutrition	3	—
Therapeutic Nutrition	—	3
Introductory Psychology	3	—
Psychology of Personality	—	3
Therapeutic Foods	—	1
Electives (History, Literature, and Speech recommended)	5-7	5-6
	<hr/> 16-18	<hr/> 17-18

clinical Practice at affiliating hospitals.  
hours per week of clinical practice carries one semester hour of credit.

## NURSING (continued)

	CREDIT HOURS
<b>*SECOND SUMMER SESSION</b>	
History of Nursing	1
Medical and Surgical Nursing III	6
	<hr/>
	7
<b>*THIRD YEAR</b>	
Professional Adjustments	1
Senior Nursing Seminars	2
Out-patient Nursing	4
Pediatric Nursing	6
Obstetric Nursing	6
Psychiatric Nursing	6
	<hr/>
	25

\*Clinical Practice at affiliating hospitals.

4 hours per week of clinical practice carries one semester hour of credit.

## Pre-Clinical Medical Technology

The Pre-Clinical Medical Technology curriculum offers the student the first two years of preparation for the career of Registered Medical Technician. Medical technology is a relatively new specialty in the field of medicine, and its rapid growth in importance in recent years makes it an extremely attractive vocation, from the point of view of both the nature of the work involved and the wide choice of employment possibilities open to the qualified person. The great and growing number of medical laboratories in private medicine, public health, hospitals, and industry have created a constant demand for technicians meeting the high personal and professional standards involved.

In order to be eligible for official recognition as a registered technician, after January 1, 1962, it will be necessary for the Lasell Pre-Clinical Medical Technology major to obtain a third year of college credit before entering the required year of technical training in an approved hospital training school where she will gain practical laboratory experience, under carefully controlled conditions, in biochemistry, hematology, parasitology, histology, and serology.

Early in her Lasell course the Pre-Clinical Medical Technology major ought to discuss her plans for transfer with her academic advisor in order to make certain that she is choosing a senior college or university that offers a medical technology major and to check its catalog to be sure she is taking necessary courses at Lasell to prepare her to meet the entrance requirements of the college in question.

Upon completion of a third year of college credit and the hospital training, a student is eligible to take qualifying examinations given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as a registered medical technician.

# PRE-CLINICAL MEDICAL TECHNOLOGY

## FIRST YEAR

## CREDIT HOURS

*First Semester*      *Second Semester*

Freshman English	3	3
Zoology	4	4
College Chemistry	4	4
Sociology	3	—
Social Problems	—	3
Electives (Liberal Arts: College Algebra, Trigonometry, Language Literature, or History recommended)	3	3
	<hr/> 17	<hr/> 17

## SECOND YEAR

Medical Laboratory Technology	3	—
Microbiology	—	3
Quantitative Chemistry	—	4
Qualitative Analysis	4	—
Comparative Vertebrate Anatomy	4	4
Introductory Psychology	3	—
Psychology of Personality	—	3
Elective (Language, Philosophy, Literature, or History recommended)	3	3
	<hr/> 17	<hr/> 17



The Retailing curriculum prepares the student to qualify for the many excellent opportunities that exist in the field of merchandising today. Lasell's proximity to Boston makes it possible to supplement work in the classroom with frequent appearances by guest lecturers in publicity, management, personnel and other specialties in the Retailing field.

The Retailing curriculum develops an understanding in the student of the place of merchandising in our economic organization. At the same time practical knowledge of merchandise itself is provided in courses emphasizing design, color, materials, and construction. Other courses in salesmanship, the problems of business organization and management, buying techniques, personnel relations, credit procedures, merchandising mathematics, and statistics give the student an appreciation of the vast undertaking represented by modern American retailing.

Through electives, Retailing majors not only strengthen their preparation in their special field, but add to the enrichment of their cultural backgrounds with course work in music, dramatics, history, science and literature. They are also urged to take full advantage of Boston as a center of the arts, and to become acquainted with its museums, theaters, and concert halls.

A special feature of the Retailing curriculum at Lasell is the annual work period required of all majors in the field. Under this arrangement, students are assigned to any of a number of cooperating department stores either in the Boston area or near their own homes, where they spend the period between Thanksgiving and Christmas in gaining first-hand experience of retailing promotional techniques, working conditions, and store management.

Retailing majors should be able to meet the minimum employment requirements of the cooperating stores in the program, and to secure and hold their positions. It is not necessary for entering freshmen to try to obtain positions before registering at the College since all arrangements are made by, and subject to the approval of, the Chairman of the Retailing Department. It is helpful if the student can arrange to include two dark suits or dresses suitable for business wear in her wardrobe, in order to be prepared to conform to the dress regulations of most of the stores cooperating in the Retailing work period program.

# RETAILING

## FIRST YEAR

## CREDIT HOURS

*First Semester*      *Second Semester*

Freshman English	3	3
Speech	2	2
Clothing Construction	2	—
Textiles	—	3
Color, Line, and Design	3	3
Salesmanship and Merchandise Information	2	—
Mathematics for Retailers	—	2
Store Organization and Management	—	2
General Typewriting (if necessary)	2	—
Electives (History of Fine Arts or General Advertising recommended)	2-3	2-3
	<hr/> 16-17	<hr/> 17-18

## SECOND YEAR

Retail Training	3	3
Principles of Economics for Retailers	3	3
Introductory Psychology	3	—
Psychology of Personality	—	3
Electives (Liberal Arts courses recommended)	6-7	6-7
	<hr/> 15-16	<hr/> 15-16

In keeping with the best interests of both business and the individual, the Secretarial curriculum is designed to produce secretaries equipped with every business skill demanded by employers today and at the same time to afford the means of obtaining contact with cultural and extracurricular experiences conducive to more effective living.

The technical courses in the Secretarial curriculum have been planned to offer not only the basic vocational skills in shorthand and typewriting, the operation of business machines, filing, maintenance of financial records, and business forms, but also to prepare the Secretarial graduate to appreciate the special problems of business, and to understand and accept the responsibilities which will be given her. Supplementary elective courses chosen from a wide field of Liberal Arts subjects assist the new secretary to enter upon her career in business as an intelligent and well-informed young woman.

Standards of proficiency in the fundamental secretarial skills of shorthand and typewriting are purposely high, and the student is expected to exceed the minimum requirements in both speed and accuracy if she wishes to achieve success in the highly competitive search for the top secretarial positions in the business world.

Every year graduates of the Lasell Secretarial Department go into responsible careers in the various fields of law, insurance, advertising, manufacturing, education, radio, and aviation, and wherever else well-trained and well-educated clerical or secretarial assistants are in demand. In general, secretarial training paves the way to earning a livelihood, to building a prolonged career in business, or to filling a place of leadership and responsibility in industry, the community, or the home.

A special feature of the Secretarial curriculum is the Business Workshop, required of all Secretarial seniors, where the students gain first-hand experience in the use of a wide variety of dictation and other business machines under conditions simulating an actual office. The Secretarial Department also makes available to the student body a non-professional typing course aimed at the student in other departments of the College who would find a knowledge of typewriting useful for correspondence, term papers, or manuscripts.

## SECRETARIAL STUDIES

### FIRST YEAR

### CREDIT HOURS

*First Semester      Second Semester*

Freshman English	3	3
Elementary or Intermediate Shorthand	4	4
Elementary or Intermediate Typewriting	3, 2	3, 2
Business Arithmetic	3	—
Business Law	—	3
Elective (Liberal Arts course recommended)	3-4	3-4
	<hr/> 15-17	<hr/> 15-17

### SECOND YEAR

Secretarial Training	2	2
Advanced Shorthand	4	4
Advanced Typewriting	2	2
Business Workshop	(1)	(1)
Accounting or Principles of Economics	3	3
Elective (Liberal Arts course recommended)	4-5	4-5
	<hr/> 15-17	<hr/> 15-17

## Academic, Pre-Professional, and General Curricula

In recognition of the almost endless variations in background, interest, and talent that exist in any representative group of young women, Lasell has long made it a policy to assist in the arrangement of individual curricula calculated to satisfy the needs and fulfil the potentialities of students whose professional aims or natural gifts seem to point in a direction not covered by any of the more or less standard collegiate programs of study. In addition to the curricula and major fields outlined in the preceding pages, the College also offers three generalized curricula susceptible of a certain latitude in choice of course work, the underlying principles being that the completed program must meet the student's serious vocational or personal needs, and that it must form, in the opinion of the Academic Dean, a coherent and integrated plan of study without falling into the extremes of over-specialization or miscellaneousness.

The **ACADEMIC** curriculum, leading to the Associate in Arts degree, is built around a core of Liberal Arts electives, with a minimum of 44 semester hours but with the added possibility of a number of electives both years in non-Liberal Arts subjects. The curriculum is designed for the girl who would like to combine a liberal education with the opportunity to follow a side interest in one of the arts or to equip herself with the fundamentals of some of the basic skills of the business office.

The **PRE-PROFESSIONAL** curriculum is devoted to the preparatory training of the student who plans to continue with advanced work in some professional field (other than those already mentioned in the foregoing pages) after her graduation from Lasell. The curriculum is made up on an individual basis to satisfy the entrance requirements of the professional school of the student's choice. This curriculum is of special interest to the girl who intends to be a physio-therapist or occupational therapist, or to the nursing student who prefers to get her training in a hospital school of nursing rather than in the three-year Lasell program.

The **GENERAL** curriculum is exploratory in essence and is dedicated to the student who finds it helpful or necessary to investigate certain of her interests or skills before being committed to a definite vocational goal. It leads to the Associate in Science degree.



# **COURSES OF INSTRUCTION\***

## **Art**

### **ART 101. Art Appreciation**

**(3)**

This course presents an introduction to design and color fundamentals and relates these basic art principles to varied areas in everyday living. Lectures, discussions, and readings stress the importance of art for the individual in the home. Trends in the fields of architecture, sculpture, painting, and graphic arts are considered. Sensitivity to design quality is developed, with examples chosen from the fields of ceramics, glass, textiles, and handcrafted and machine-made products in wood, metal, and plastics. Films, slides, demonstrations, and field trips to museums and art galleries emphasize the development of observation and appreciation in the visual arts.

### **ART 104. History of Fine Arts**

**(3)**

A survey course covering examples of architecture, sculpture, and painting representative of various periods in the history of art. An understanding of the work of art in relation to the particular cultural period in which it was created is stressed.

### **ART 105-106. Drawing and Design**

**(6)**

An introductory course designed to stimulate a creative approach towards drawing and design. Students are given the opportunity to explore the fundamentals of design in the second and third dimension in a variety of materials and media. Experience in solving problems of design encourages the students to observe and to develop an awareness of their surroundings.

### **ART 107. Drafting and Sketching**

**(1)**

This is a basic course introducing the student to primary mechanical drawing practices and to the principal methods of achieving the illusion of three-dimensional form, space, and distance on a two-dimensional surface. Lectures and studio work include projects in mechanical and free-hand perspective drawings, renderings, and measured plan and elevation views of building interiors and exteriors, furniture, accessories, figures and landscapes.

### **ART 108. Architectural Design**

**(1)**

This is a lecture and studio course in the design of contemporary domestic and industrial architecture. Lectures and studio work cover creative functional interior and exterior planning, building material selection and use, and building land and community orientation. Projects are

\*For an explanation of the numbering system used in this part of the catalogue see page 19.

given covering original work in plot plans, landscaping, building plans and elevations, perspective renderings, and three-dimensional scale models of homes, schools, churches, hotels, offices, and other building types. Prerequisite: Drafting and Sketching, or by permission of instructor.

## **RT 109-110. General Crafts**

(2)

The course is planned to give the student an individual and creative approach to designing useful objects in clay, metal, fabric, and leather. Individual projects are planned according to interests, abilities, and vocational plans of the student. For terminal credit only.

## **RT 111-112. Introductory Crafts**

(8)

The first-year course is designed to give the student a thorough foundation in the crafts of metal, ceramics, weaving, and leather work. Emphasis is placed on how to use the materials and tools in order to produce original designs that conform to the nature of the material. Field trips to local museums, craft shops, and exhibitions will be a part of the course so that the student can become familiar with work of professional quality and design. Primarily for crafts majors.

## **ART 113-114. Introductory Interior Design**

(6)

This course emphasizes the development of sensitivity as well as technical training, with proficiency in design and ability to put across graphically an idea being kept as a constant goal. Research is pursued which includes past architectural and furniture developments, and use of the many contemporary contributions to this and related fields. Familiarity with furniture and fabric houses which are open to the professional decorator and opportunities to talk with people in the field enable the student to know the business aspects of interior design. Corequisites: ART 105-106 and ART 121.

## **ART 115-116. Fashion Illustration**

(6)

The emphasis of this first-year fashion illustration course is placed on the drawing of the human figure as applied to fashion, with students posing for one another. Lectures introduce rendering techniques, layout work, lettering, reproduction processes in preparation for the creation of complete fashion layouts. Corequisite: ART 105-106.

## **ART 117-118. Advertising Design**

(6)

Studio problems give an opportunity for creative experimentation and technical development, with practical application of theories in layout, design and production relative to the medium of advertising. Field trips to printing houses and exhibits are arranged. Corequisites: ART 105-106 and ART 121 and 122.

## **ART 121. Lettering**

(1)

Practice is given to the letter forms of Roman, Gothic, Script, and Italic, with consideration of the tools and media best suited to their production. Additional problems are related to the trends of commercial art and foster the development of creative lettering. Required of all Art majors. Corequisite: ART 105-106.

## **ART 122. Advanced Lettering**

(1)

Assignments are related to the student's major art course and further experiments with varied media are completed. Required of Advertising majors; elective for other Art majors. Prerequisite: ART 121.

## **★ART 201-202. History of Art**

(6)

This course surveys the history of art from ancient to modern times with emphasis on developing the student's ability to appreciate and evaluate examples of architecture, sculpture, and painting in relation to the historic periods during which each was developed.

## **ART 203-204. Painting**

(4)

In this second-year course the student continues the various approaches to drawing and design initiated in her first-year program with emphasis on work in oil and water color painting. The ideal of the course is that each student may have the opportunity of developing her personal means of expression. Subject matter and media vary according to individual needs. Lectures accompanied by slides and films and discussions center about current trends in painting. Outside sketching assignments are necessary. Prerequisite: ART 105-106.

## **ART 205-206. Figure Drawing**

(2)

The course is designed to familiarize the student with the fundamentals of drawing as they apply to the human figure. The problems considered include proportion, light and shade, individual characterization and related matters. The figure is considered in relation to its environment and composition is emphasized. Various techniques are employed.

## **ART 211-212. Advanced Crafts**

(6)

The second year of crafts provides opportunity to solve more advanced problems and to develop further skills and techniques. Emphasis is placed on creating an individual and original approach to design through a sensitive awareness of materials and their possibilities. In order to do advanced work in one of the crafts, the student is encouraged to specialize in the craft of her choice. Prerequisite: ART 109-110.

## **ART 213-214. Advanced Interior Design**

(6)

For the student who desires to use her design knowledge in relation to planning of interiors, this course is concerned with aspects of the continuing development begun in the first year that may culminate in placement in the field. Individual problems in rendering and group research are constantly required which develop the student's ability to work with

color, texture, and form as related to interiors. Prerequisite: ART 113-114; corequisite: ART 201-202 and ART 203-204.

### **ART 215-216. Advanced Fashion Illustration (6)**

The purpose of this course is to afford the student who is specializing in the field of fashion illustration further experience in various high-style rendering techniques, figure drawing, and layout planning. The second semester's work is reserved for preparing and assembling a portfolio for the seniors. Prerequisite: ART 115-116.

### **ART 217-218. Advanced Advertising Design (6)**

Studio work continues the training offered in ART 117-118. In addition, advanced lectures are given in design, production, media, and general advertising procedure. Visits to printing and engraving houses are arranged. Prerequisite: ART 117-118.

### **ART 221-222. Poster Techniques (2)**

Poster Techniques offers art majors further experience in advertising design. Class work is based on posters created to advertise campus activities. The course provides the student with an opportunity to build skill in developing effective layouts and lettering techniques. Discussions on display and fundamentals of advertising appeal are included in the instruction.

## **Child Study**

### **CHILD STUDY 101-102. Child Development (6)**

This course deals with the growth and development of children from conception through adolescence (with emphasis on infancy and the pre-school years) as observable from the child's daily life and activities. Class discussions concern characteristic behavior as related to the growth sequence; the influences of adult guidance; and the health, welfare, and social environment of young children. Corequisite or prerequisite: SCIENCE 105s, 101-102, or 103-104.

### **CHILD STUDY 103-104. Art for Childhood Education (6)**

This course for Child Study students is planned to meet their future needs in teaching young children. Art, as an important means through which the child develops, is presented in a series of problems in which the student experiments with a variety of materials which aid her in developing the necessary ability to present art experiences to children. The student gains an understanding of the child's approach to art, a knowledge of the kinds of art which encourage creativity, and an appreciation of the standards used in judging child art. Readings in the field of art education and lectures accompanied by slides are included.



## **CHILD STUDY 201-202. Orientation in Early**

### **Childhood Education**

**(8)**

This course is a survey of the field of early childhood education. Discussions cover the essentials of good education for young children; methods by which the modern nursery school and kindergarten seek to meet the physical, social, emotional, and intellectual needs of young children; qualifications for teachers of young children; and career opportunities in the field. Three hours per week at the Lasell Child Study Center provide opportunity for practical experience in the observation of childhood development and behavior. Prerequisite: CHILD STUDY 101-102.

## **MUSIC 205-206. Basic Music for Child Study Majors**

**(4 or 6)**

For a description of this course, see under MUSIC.

## **★PSYCHOLOGY 204. Child Psychology**

**(3)**

For a description of this course, see under PSYCHOLOGY.

## **CHILD STUDY 207-208. Children's Literature**

**(4)**

This course is devoted to a study of the classics in the literature for children up to and including the work of the best contemporary writers in the field. Students practice story-telling to children's groups in the third quarter of the course, and write stories of their own in the last quarter. Field trips are included. Prerequisite: SPEECH 105-106.

## **Dramatics and Speech**

### **DRAMATICS 101-102. Fundamentals of Play Production**

**(4)**

This course provides a foundation in the techniques of staging through active participation in the choosing of plays, preparation of sets and properties, acting, costuming, make-up, lighting, publicity, and house management for the major college productions of the year. Observation and discussion lead to appreciation of the current trends and problems in the world of the theatre. Members of the class automatically become members of the Lasell Workshop Players.

### **DRAMATICS 201-202. Advanced Play Production**

**(4)**

This class participates in all major productions of the Lasell Workshop Players as a means of gaining further practical experience. Members carry on individual research in the more technical aspects of the theatre and in the analysis of acting techniques. Reading of outstanding plays and the writing of original plays is encouraged. Each student directs a one-act play as a laboratory project. Prerequisite: DRAMATICS 101-102.



## **DRAMATICS 205. Problems in Acting**

(2)

Through research and practice, the student becomes aware of the functions of the actor. Action, diction, and voice control are considered, as well as the techniques for playing the various types of drama. Original dialogue or selected scenes from famous plays are used as workshop material. Offered in alternate years. Prerequisite or corequisite: DRAMATICS 101-102.

## **DRAMATICS 206. Problems in Directing**

(2)

This course is concerned with the media of the director, and how they are most effectively employed. Emphasis is laid on play analysis, tryouts and casting, rehearsal procedures, stage composition and movement. As a part of the course, each student selects casts, and directs a one-act play. Offered in alternate years. Prerequisite or corequisite: DRAMATICS 101-102.

## **\*SPEECH 105-106. Speech**

(4)

The purpose of this course is to train the student to address effectively both formal and informal gatherings. Classroom exercises are designed to help overcome nervous mannerisms and manifestations of self-consciousness, and to teach the logical organization of material and the art of presenting a talk clearly and interestingly. Special attention is given to the needs of those entering the field of business.

## **English**

### **\*ENGLISH 101-102. Freshman English**

(6)

This course has a threefold purpose: (1) To awaken the intellectual curiosity of students by analytical study of carefully selected essays, autobiographies, biographies, short stories, novels, drama, and poetry. (2) To develop sound expository writing through frequent written assignments, including a supervised research paper stressing the proper use of source materials. (3) To improve the general quality of students' expression in English by class discussion of grammatical errors, by reference to a writer's handbook, by individual conferences based on each student's problems, and by a continuing emphasis on the building of a larger vocabulary.

### **\*ENGLISH 201. English Literature**

(3)

A survey of the masterpieces of our English literary inheritance from the beginnings to about 1750. The first semester will be devoted to a study of Chaucer, Spenser, Shakespeare, Milton, and the major figures of the early Eighteenth Century.

**★ENGLISH 202. English Literature**

**(3)**

The second semester of this course carries the development of English literary culture down to the Twentieth Century, with special emphasis on the works of Dr. Johnson, Wordsworth, Keats, Browning, Arnold, Shaw, Yeats, and T. S. Eliot.

**★ENGLISH 205-206. American Literature**

**(6)**

A survey of the history of literary thought in America from Colonial times to the present, with emphasis on those writers whose intrinsic merit will lead the student to a deeper appreciation of reading. The course stresses such representative writers as Edwards, Bryant, Hawthorne, Poe, Melville, Emerson, Thoreau, Whitman, Mark Twain, Henry James, Dreiser, Hemingway, and Frost. Advantage is taken of Lasell's location near the literary landmarks of greater Boston to add interest to the course.

**★ENGLISH 209. World Literature**

**(3)**

A survey of the literary masterpieces of the world (English and American works excepted) in translation. The emphasis throughout the course is not only upon the content and form of the individual work, but also upon its relationship to the cultural background of the period in which it was written. Such representative writers as Homer, Sophocles, Plato, Horace, Vergil, and Dante are included.

**★ENGLISH 210. World Literature**

**(3)**

This course is a continuation of ENGLISH 209, with special emphasis upon the works of Molière, Voltaire, Goethe, Ibsen, Flaubert, Dostoevsky and Tolstoy.

**★ENGLISH 212. The Bible as Literature**

**(3)**

A study of the literary history of the Bible. To this end, an investigation is made of the formative influences and materials, including the manuscript sources and versions. The various types of literature included in the Old and New Testaments are analyzed and described, and then illustrated by extensive reading assignments. The point of view maintained throughout the course is that a first-hand knowledge of the Bible as one of the world's great literary masterpieces is indispensable to a cultural education.

**★ENGLISH 215. The English Novel**

**(3)**

A rapid survey of the whole history of the novel in English from its Elizabethan origins down to the present day, but with the principal emphasis of the course on the great novelists of the Eighteenth and Nineteenth Centuries. Reading for the course includes works by Richardson, Fielding, Jane Austen, Scott, Dickens, Thackeray, and Trollope.

## **ENGLISH 217-218. Contemporary Literature**

(4)

A survey course designed to stimulate a broader outlook on the changing world of today through a study of the current writing of distinguished novelists, poets, and biographers. Whenever possible it is planned to supplement the pattern of the course with opportunities to hear and meet such writers when they visit Boston.

## **French**

### **★FRENCH 101-102. Elementary French**

(8)

First year college French. The course includes the fundamentals of French grammar, reading, and conversation, with special emphasis on pronunciation. French language records and practice with the tape recorder supplement classroom work.

### **★FRENCH 103-104. Intermediate French**

(8)

This course is open to students offering two units of high school French or one year of college French. Grammar, reading, conversation, and vocabulary building receive special attention. The use of records and the tape recorder help in the achievement of correct pronunciation and fluency in speaking.

### **★FRENCH 201-202. Advanced French**

(6)

Students offering three units of high school French or two years of college French are eligible to take this course. Advanced French grammar and free composition are studied, with special attention to conversation and the use of idiomatic expressions. Texts for translation are chosen from the best modern French literature. Language records and the tape recorder help the student gain fluency.

### **★FRENCH 225; 226. Survey of French Literature**

(6)

The reading and class discussion of representative works by the most significant writers in French literary history constitute the basis of this survey. In general, the first semester is devoted to the literature of the Middle Ages, the Renaissance, and the Seventeenth Century; the second semester to the Eighteenth and Nineteenth Centuries. Four units of high school French or three years of college French are prerequisite.

## **Home Economics**

### **HOME ECONOMICS 101-102. Fundamentals of Clothing**

(6)

Through the construction of cotton, woolen, and rayon garments, the student learns the use and care of the sewing machine; the fundamental construction processes; the selection, use and alteration of commercial

patterns; and the fitting of garments. Instruction in hand sewing, both plain and decorative, and the care and repair of clothing are also included. Individuality in color, line and design of the garments made is emphasized.

### **HOME ECONOMICS 105s. Clothing Construction (2)**

Through the construction of simple garments, the student learns to recognize well-made, ready-to-wear garments. Emphasis is placed on cutting, fitting and finishing, and fundamental construction techniques.

### **HOME ECONOMICS 121-122. Foods (6)**

A study of the principles of food preparation in relation to meal planning. Consideration is given to problems involved in the purchase of food and the planning preparation and serving of meals. In lectures, special emphasis is placed on nutritional values and on organization and management of time, money and energy in relation to meal planning. Prerequisite for HOME ECONOMICS majors: high school chemistry or co-requisite, SCIENCE 111-112 or SCIENCE 113-114.

### **HOME ECONOMICS 201. Advanced Clothing (3)**

This course consists of a concentrated study of commercial patterns, including French and original designs, and some experience in pattern drafting. Work on silk and wool garments with special emphasis on tailoring is included, as well as advanced study of construction and line in which each student is encouraged to develop individuality in dress. A special study is made of the underlying principles of selecting and constructing suitable clothing for children. Prerequisites: HOME ECONOMICS 101-102, except by permission of the instructor.

### **HOME ECONOMICS 202. Draping and Pattern Drafting (3)**

The basic principles of designing are taught in this course by draping in muslin directly on the dress form. Elementary techniques of pattern making and practice in drafting a pattern either from the draped garment or from a sketch are also covered. Each student is required to have her own dress form, which may be purchased through the College if desired. Prerequisite: HOME ECONOMICS 201.

### **HOME ECONOMICS 203. Fashion and Personal Design (3)**

A study of color, line, and history of fashion designed to aid the student in understanding styles of today. Through basic principles the student learns to analyze herself and to choose a becoming hair style, to use make-up skillfully, to master the selection of clothing and the grooming techniques which best express her own individuality. She learns to buy apparel which will fit her budget, be correct for the occasion and suitable for the size, build, coloring and personality of the wearer.

### **HOME ECONOMICS 205s. Textiles (3)**

This course includes the history and development of the textile industry; the study of fibres and the processes of manufacture; the identification and economic use of fabrics; and the selection, care, and hygiene of clothing.



**HOME ECONOMICS 207-208. Creative Fashion Design (4)**

This is a more advanced course for majors in Clothing and Fashion Design in which the student learns to apply the theories of pattern drafting, clothing construction, and personal analysis in a creative way through the use of fashion designing as an art medium. Corequisite: HOME ECONOMICS 201.

**HOME ECONOMICS 221. Introductory Nutrition (3)**

A study of the fundamentals of nutrition and the scientific use of diet in health and disease. In lectures, special emphasis is placed on the nutritive requirements of the body, menu planning, and diet for special conditions. Prerequisites: HOME ECONOMICS 121-122 and SCIENCE 111-112.

**HOME ECONOMICS 222. Therapeutic Nutrition (3)**

A concentrated study of physical diseases and their causes, treatment, and nutritional requirements forms the basis of this course. Balanced medical dietaries are planned for a variety of specific diseases in order to familiarize the student with all types of required nutritional care. Prerequisite: HOME ECONOMICS 221.

**HOME ECONOMICS 227-228. Cafeteria and Restaurant Management (8)**

This course covers menu planning, buying, food preparation, servicing, cost calculation, accounts and records, personnel policies, and the study of equipment and management. The block system is used in the laboratory experiments. Prerequisites: HOME ECONOMICS 121-122 and SCIENCE 111-112.

**HOME ECONOMICS 235s. Management for Effective Living (2)**

A survey course for seniors who are interested in information directly applicable to homemaking. Materials selected for study include housing problems, household and personal finances, budgeting, household buying, and discussion of family relations.

**HOME ECONOMICS 237s. Elective Foods (2)**

A concentrated meal planning and preparation course specifically designed for the future homemaker. Timing plans, methods of cooking, preparation and service of meals, teas, and other forms of refreshment are completely covered. One field trip will be arranged to visit a local market for quality, quantity, and comparative price study. A white coverall apron is required. For freshmen by special permission of the instructor only.

**HOME ECONOMICS 240. Child Care (3)**

A study of the physical and mental needs of the young child from infancy to six years of age. Special emphasis is placed on the prenatal care of the mother, the care of the infant, and the required adjustments to the family routine. Prerequisite: SCIENCE 105s.



## **HOME ECONOMICS 246. Home Furnishings**

(2)

Through the principles of art involved in interior decoration, and the study of the classical styles of architecture and furniture, the student becomes interested in making a home attractive as well as comfortable and learns to appreciate good design and color in decorative materials and accessories.

## **Mathematics**

### **MATHEMATICS 103. Review Mathematics**

A survey of the fundamentals of mathematics particularly designed to fit the needs of freshmen. Emphasis of the course is placed on the development of speed and accuracy in calculation. Not for credit.

### **MATHEMATICS 104. Mathematics for Retailers**

(2)

Intended for freshmen in the Retailing curriculum, the course reviews the fundamentals of arithmetic, with emphasis on speed and accuracy. Problems of markup and markdown, methods of figuring inventories, stock turnover, stock-sales ratios, and the computation of profits are also included.

### **★MATHEMATICS 201. College Algebra**

(3)

This course includes permutations, combinations, probability, complex numbers, theory of equations, and also an introduction to analytic geometry and to the calculus. Prerequisite: high school ALGEBRA 2.

### **★MATHEMATICS 202. Trigonometry**

(3)

Definitions and relations of the six trigonometric functions as ratios; proof of fundamental formulas and simple identities derived from them; solution of simple trigonometric equations; derivation of law of sines and law of cosines; theory and use of logarithms; solution of right and oblique triangles and practical applications. Prerequisite: high school GEOMETRY.

### **★MATHEMATICS 204. Differential Calculus**

(3)

This course includes the study of functions, limits, continuity, derivative, algebraic functions, applications of derivative, differential, discontinuities, integration, trigonometric functions including inverse functions, exponential and logarithmic functions, hyperbolic functions, curvature, curve tracing. Prerequisite: MATHEMATICS 201 or equivalent.

# Music

## ★MUSIC 101-102. Instrumental Music Appreciation (4)

This course is a study in the enjoyment of music from the standpoint of the general listener. The history of music will be covered briefly and certain master works from important periods of musical development will be studied in more detail. Particular emphasis will be placed on symphonic form and the orchestra.

## MUSIC 105-106. Basic Music for Child Study Majors (4 or 6)

One hour a week of this course will be devoted to the teaching of music for children, with emphasis on songs, rhythmic games and instruments. During two further hours a week, the fundamentals of music notation and work at the piano will be taught to enable the student to play simple accompaniments. Students already possessing an adequate background in piano will be excused from these latter two hours by passing an audition in sight reading and piano technique. The second semester's work will include practice drills in sight reading and in harmonizing simple children's songs.

## ★MUSIC 201-202. Appreciation of Opera (2)

This course, like Music 101-102, is a study in the enjoyment of music from the standpoint of the general listener, with the difference that the emphasis is on music written for the human voice rather than for instruments. Opera, oratorio, and concert literature for the voice will be studied.

## ★MUSIC 203-204. Music History and Form (4)

A study of the history of musical experience, tracing the development of notation, theory, modal consciousness, composition, performance, and forms, with attention to this development through the contributions of individual musicians. A library of recorded music is available for illustration.

## ★MUSIC 250-251. Theory and Harmony

Private lessons in music theory and harmony are available by special arrangement through the individual student's Academic Advisor.

## MUSIC a. Applied Music

The study of applied music is available for beginners and for students in all stages of advancement.

## MUSIC b. The Orphean Club

This Club aims to develop the vocal talent of the College by means of the highest type of ensemble music for women's voices. All students who pass the simple tests given in voice are eligible to become active members of the Club and to continue as such during their connection with the College.

## **MUSIC c. The College Choir**

The Choir is composed of students who sing for the College chapel services during the year and present special music for services preceding the Christmas and Easter vacations. Occasionally the Choir accepts invitations to sing away from the campus or to broadcast on the radio. A madrigal group, with members selected from the Choir, learns a repertoire of secular music for informal presentation at various College functions. The Choir has a one-hour rehearsal on Mondays and two shorter rehearsals after each meeting of the Orphean Club on Wednesdays and Fridays.

## **Nursing**

### **NURSING 103-104. Fundamentals of Nursing (8)**

An introductory course designed to provide a foundation for future clinical courses in the Nursing curriculum. The course focuses attention on the development of scientific skills and understandings which are necessary to meet the basic physical and psychological needs of the ill. Also considered are the professional aspects of nursing and the guiding principles involving professional ethics of the nursing profession today. A unit in Pharmacology is concerned with common pharmaceutical terms and symbols, methods of computing dosages of drugs, preparation of solutions, and the principles and techniques of medicine administration.

### **NURSING x107. Pharmacology (2)**

This course concerns the study of drugs, and substances acting as drugs, which are used in the treatment of disease. Emphasis is placed upon the physiological action of drugs in order that the student may understand the basis for the therapeutic effects obtained. Drug groups are considered in relation to expected action, uses, and characteristics, therapeutic effect, toxicity, untoward effects, modes of administration, and average dosage.

### **NURSING x109. Medical and Surgical Nursing I (6)**

This course involves the principles and practice of comprehensive nursing care in relation to major health problems. Correlation of theory with practice is achieved through assigning students, under close supervision, to care for patients with conditions that have recently been discussed in class. Stress is placed upon the meaning of specific illnesses to the patient, and the challenge to the nurse as a member of the health team. Public health and dietary aspects of nursing are integrated. Particular emphasis in this course is on cardio-vascular-renal conditions.

**NURSING x111. Operating Room Nursing (4)**

This course is conducted in the Operating Room of the Peter Bent Brigham Hospital where the student learns the principles underlying surgical asepsis and techniques used in operative care and the part surgery plays in the total experience of the patient. Also included are instruction and practice in sterilization, correct operative positions, preparation of the operative field, and assistance to the surgeon.

**MATHEMATICS 103. Review Mathematics**

For a description of this course, see under MATHEMATICS.

**NURSING 201-202. Medical and Surgical Nursing II (10)**

A continuation of Nursing x109 with emphasis on the specialized areas of orthopedics, gynecology, dermatology, eye, ear, nose and throat and communicable diseases.

**NURSING x203. Medical and Surgical Nursing III (6)**

An advanced study of medical and surgical conditions emphasizing comprehensive care to selected patients through clinical experience in the hospital, group conferences, discussions, and special projects. It also includes a unit on disaster nursing.

**NURSING 207. Therapeutic Foods (1)**

Through laboratory work and the application of nutritional studies of food the student learns the methods of preparation and service in order to tempt the patient and supply him with proper food nutrients. Skills in methods of cookery and handling of food are given special consideration. The planning of appetizing, well balanced and attractive meals for the sick and convalescent is stressed.

**NURSING x211. History of Nursing (1)**

A study of the evolution of nursing from ancient civilizations to the present time. Its purpose is to develop appreciation of the unique tradition of nursing and of the personalities whose contributions and high standards of leadership have fostered its professional status.

**NURSING 301. Professional Adjustments (1)**

This course is planned to help the student understand the responsibilities she will be expected to assume as a graduate professional nurse. In addition, discussion of the limitless opportunities available in nursing assists her to select the area in which she may function most effectively.

**NURSING 303. Senior Nursing Seminars (2)**

Through student discussions and presentations, the major health problems are presented utilizing knowledge, skills, and attitudes acquired through previous basic courses and experiences.



## **NURSING 305. Out-Patient Nursing**

(4)

This course is given in the Out-Patient Department of the Peter Bent Brigham Hospital and integrates Public Health nursing principles and health education. This includes theory and experience with the ambulatory patient in the clinic. It is designed to help students better understand what is meant by health education and the part they play as professional people in its interpretation to the public.

## **NURSING 307. Obstetric Nursing**

(6)

An affiliation at Boston Lying-in Hospital offers instruction and experience in obstetrical nursing. This program includes the care of mother and baby before, during, and after delivery, with emphasis on the normal processes of pregnancy. Consideration is also given to abnormal conditions that may occur and to all factors pertinent to the well-being of mother, infant and family.

## **NURSING 309. Pediatric Nursing**

(6)

Instruction in the care of the child is given in an affiliation at the Children's Medical Center. The course is divided into four units, one an introduction to pediatric nursing, and three based on the various age groups and the particular health problems associated with each. Each unit includes developmental concepts, the medical and associated nursing care of the basic disease conditions and the related nursing responsibility for health supervision, parent teaching and the maintenance of positive health in cooperation with other workers. The material on personality formation provides a foundation for increased self-understanding and for the individualization of patient care with increased understanding of the parental role.

## **NURSING 311. Psychiatric Nursing**

(6)

The Massachusetts Mental Health Center provides an affiliation in psychiatric nursing. During this experience, instruction and practice are planned to give students an understanding of mental health and of the patient's psychological needs. Also included are underlying causes, treatments, and social and legal aspects of psychiatric problems.

## **Physical Education**

### **PHYSICAL EDUCATION a. Fall Sports**

Most of the fall classes in Physical Education are conducted outdoors, weather permitting, and consist of work in both group and individual sports. These include tennis, on any of the numerous College courts, field hockey, soccer, softball, and archery on the Recreation Field. Two hours per week are required of each student.



## **PHYSICAL EDUCATION b. Winter Sports**

Group instruction in body mechanics constitutes the main part of the Physical Education program during the winter months. Volleyball, basketball, and American Red Cross First Aid courses are also offered. A three-day winter sports outing in the White Mountains of New Hampshire is open to all students and has been a traditional part of the Lasell Physical Education program for nearly sixty years.

## **PHYSICAL EDUCATION c. Spring Sports**

Spring sports repeat archery, tennis, and softball, with the addition of crew practice on the nearby Charles River. Emphasis on active participation by the entire student body according to health, need, and capacity is continued.

## **PHYSICAL EDUCATION d. Swimming**

A tiled swimming pool is available for use under proper supervision throughout the year. In addition to offering all students an opportunity to swim or to learn to swim, the Lasell pool is also the scene of the Red Cross water safety classes and the swimming tests for all girls trying out for crew.

## **PHYSICAL EDUCATION e. Crew**

In crew the Lasell Physical Education department keeps alive an old Charles River tradition which dates well back into the last century. Beginning in April, students who have successfully passed the swimming requirements begin training in their nine-girl war canoes for the final races held at the annual River Day outing scheduled for late in the spring.

## **PHYSICAL EDUCATION f. Modern Dance**

In this offering by the Physical Education department the student learns the fundamental techniques of the dance, dance composition, and the use of music in relation to dance. The course includes designing and making costumes and the arrangement of dance programs. The Modern Dance Club is composed of students taking Modern Dance who are interested in presenting dance entertainments before the student body or local civic groups.

## **PHYSICAL EDUCATION g. Games for Children**

A one-hour a week course open only to Child Study majors. This course aims to give the student a working knowledge of group games and rhythms suitable for the four-year-old.

# Psychology

## ★PSYCHOLOGY 201. Introductory Psychology (3)

In this course the student learns of the interplay of hereditary and environmental factors which produce the individual. The development of motivational patterns and individual differences in mental, sensory, and motor abilities are presented in the setting of everyday life. All the basic psychological principles are included, making the course suited to the needs of the student who will transfer to a psychology major as well as to the student whose academic interest lies in another area. For students in the Retailing curriculum there is a special emphasis on the problems of their particular field. For seniors only.

## ★PSYCHOLOGY 202. Psychology of Personality (3)

This is a basic course in developing understanding of the causes and symptoms of emotional maladjustment. The aim is either the prevention or more effective self-management of personality difficulties. Emphasis is placed upon preparing the student to anticipate and deal with her own problems and to improve her understanding of the behavior of others. Prerequisite: PSYCHOLOGY 201.

## ★PSYCHOLOGY 204. Child Psychology (3)

Emphasizing the pre-school years, this course deals with the mental, emotional, and social life of the child in the setting of the family. The exposition is genetic, dealing with parental attitudes prior to the child's birth, the endowment of the newborn, and the impact of familial and social influences as he develops during his first six years. The course has a two-fold purpose: the preparation of the student for parenthood, and the achievement of a basic insight into the child's early years for those who plan to work with children professionally. Prerequisite: PSYCHOLOGY 201.

# Retailing

## RETAILING 101. Salesmanship and Merchandise Information (2)

For freshmen in the Retailing Department only. The course discusses the principles of salesmanship in terms of personality requirements, merchandise information, and effective selling techniques. The procedures discussed are put into practice during annual pre-Christmas work assignments.

## RETAILING 102. Store Organization and Management (2)

The course covers the general organization, operation and management of retail institutions. Problems of store location, layout, and equipment are considered and special attention is given to the present trend toward suburban stores and shopping centers. For freshmen in the Retailing course only.

## **RETAILING 105-106. Color, Line and Design (6)**

The understanding and appreciation of fashion from the past to the present is developed through the study of design, line, and color in the first semester's work. The same principles of color, line, and design are adapted to interior design through the study of period furniture during the second semester. Projects, lectures, and field trips stress the value of art in the Retailing field. Open to freshmen in Retailing only.

## **RETAILING 107s. General Advertising (2)**

An introduction to advertising procedure with consideration of the various advertising media such as newspapers, magazines, outdoor advertising, direct mail, radio, and television. The course includes a discussion of the problems involved in conducting an advertising campaign, planning advertisements, copywriting, layout, and mechanical production. A lecture course only, for those not wishing to draw.

## **MATHEMATICS 104. Mathematics for Retailers (2)**

For a description of this course, see under MATHEMATICS.

## **RETAILING 201-202. Retail Training (6)**

The course covers merchandising techniques, accounting, credit, and the publicity functions of retailing. Problems of purchasing, pricing and marking of merchandise, store finance, expense control, stock control, and advertising are considered. Also included are many problems of Personnel Management as they influence current employing, training, and testing of individuals seeking careers in Retailing.

Training and service in leading Boston and New York department stores is a basic part of the course, and all students are employed during the month before Christmas. Close contact with current retailing developments is maintained through lectures given by store experts and by careful analysis of retailing publications and fashion magazines. For Retailing seniors only. Prerequisite: RETAILING 101 and 102.

## **★RETAILING 207-208. Principles of Economics for Retailers (6)**

This course parallels SOCIAL STUDIES 230-231, except that it is closely correlated with Retail Training wherever possible. Required of all Retailing seniors.

## **Science**

### **★SCIENCE 101-102. Zoology (8)**

A course to give the student an understanding of biological principles as applied to animals and to acquaint the student with representative types of all of the phyla of the animal kingdom. Laboratory work is coordinated with lectures to present the taxonomy, anatomy and physiology of representative animals.

## **SCIENCE 103-104. Anatomy and Physiology (6)**

A comprehensive study is made of the structures and functions of the human body. Practical knowledge for work with the medical profession is gained from class work and laboratory procedures covering the important systems of the body and their relations to each other.

## **SCIENCE 105s. Physiology (3)**

An introductory study of the structures and functions of the human body. Emphasis is placed on gaining an intelligent understanding of the integrated plan of the human mechanism.

## **SCIENCE 107. A Survey of Physical Science (3)**

This course is a critical survey of the basic concepts of matter and energy as they relate to astronomy, geology, meteorology, physiography, and human ecology. The chief aim of the course is to equip the student with an understanding of our ever-increasing scientific knowledge. Physical Science is especially planned to meet the needs of non-science majors.

## **SCIENCE 111-112. General Chemistry (6)**

A survey course in the study of matter and its transformations in nature and in life processes, with emphasis on the fundamental laws which explain this behavior, to provide an adequate background for the fields of nursing and nutrition. Prerequisite: High school algebra.

## **★SCIENCE 113-114. College Chemistry (8)**

An introductory course in theoretical and descriptive inorganic and organic chemistry with emphasis on fundamental principles to develop a chemical knowledge of our world by understanding the basic facts of science. Prerequisite: High school algebra.

## **★SCIENCE 201-202. Comparative Vertebrate Anatomy (8)**

This course considers the vertebrate animals from the standpoint of taxonomy, phylogeny, anatomy, physiology and embryological development. Comparative anatomy of the dogfish, *Necturus*, and the cat is stressed in the laboratory. Prerequisite: SCIENCE 101-102.

## **SCIENCE 205. Medical Laboratory Technology (3)**

In this course the pre-clinical technician is taught the routine procedures commonly employed in the medical laboratory. Procedures covered include urine analysis, hematology (normal and pathological), blood typing, introduction to blood chemistry, demonstration of basal metabolisms, and electrocardiograms. A field trip to a nearby hospital's clinical laboratories is included. Prerequisites: SCIENCE 113-114, and SCIENCE 103-104 or 101-102.

## **★SCIENCE 206. Microbiology (3)**

A study is made, first of the fundamentals of general microbiology, followed by an introduction to immunology, disease and its control, and



pathogens. This is correlated with medicine, industry, food and sanitation. The laboratory work includes basic training such as preparing media, smears, staining, culture methods, followed by use of disinfectants, antibiotic sensitivity tests, pathological smears, milk counts, etc. Special emphasis is placed on varied culture methods and identifying unknowns for the technician group and for the nurses, exercises to test the effectiveness and bacterial control of everyday hospital procedures. Suitable field trips are included. Prerequisite: SCIENCE 113-114.

**SCIENCE 207-208. Laboratory Techniques for the  
Medical Secretary**

(6)

Clinical application and interpretation of results are correlated with laboratory techniques suitable for the doctor's office. The course includes urine analysis, hematology, blood typing, introduction to blood chemistry, simple microbiology techniques, patient care, demonstrations of basal metabolisms and electrocardiograms. A field trip to the clinical laboratories in a nearby hospital is included. Prerequisites: SCIENCE 103-104 and 111-112.

**★SCIENCE 221. Qualitative Analysis**

(4)

This course includes anion and cation analyses with emphasis on techniques and fundamental concepts such as composition of solutions, ionic and chemical equilibria, solubility products, oxidation and reduction, and chemical principles which find application in the qualitative identification of groups, subgroups, and ions. Prerequisite: SCIENCE 113-114.

**★SCIENCE 222. Quantitative Analysis**

(4)

The study of fundamental volumetric and gravimetric analytical procedures which illustrate the basic theory of quantitative analysis. This course is to acquaint students with the importance, problems, limitations, and techniques of quantitative work. Prerequisite: SCIENCE 113-114.

## **Secretarial Studies**

**SECRETARIAL 101-102. Elementary Shorthand**

(8)

This course is based on a mastery of the principles of Gregg shorthand. Constant practice in theory, reading, dictation, and transcription enables the student to attain a dictation speed of eighty words per minute.

**SECRETARIAL 103-104. Intermediate Shorthand**

(8)

It is the purpose of this course to enable students to review complete shorthand theory and to increase their dictation speed. Although eighty words per minute is the minimum requirement for course credit, the aim is to develop a speed of one hundred words per minute. The course is recommended for incoming students who have had some shorthand background but who are not eligible to take SECRETARIAL 201-202.



### **SECRETARIAL 107. Typewriting for Retailers (2)**

This course is required of Retailing students who are unable to type at least 25 net words a minute. The aim is a usable knowledge of typewriting to be applied in college and store work. Instruction is given in basic letter styles, manuscript typing, rough drafts and basic tabulation.

### **SECRETARIAL 109-110. General Typewriting (4)**

This course is offered to students who are interested in typewriting for personal use. Students are given a thorough training in correct touch-typewriting techniques and are expected to attain a speed of at least thirty words per minute, net. Instruction is given in letter styles, arrangement of manuscripts and reports, tabulation, and rough drafts.

### **SECRETARIAL 111-112. Elementary Typewriting (6)**

The aim of this course is to give the student a thorough training in touch-typewriting so as to attain a speed of between thirty-five and forty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Instruction is given in letter styles, rough draft, tabulation, arrangement of manuscript work, and legal papers. Emphasis is placed on the attainment of accuracy through constant drill.

### **SECRETARIAL 113-114. Intermediate Typewriting (4)**

This course gives a thorough review of typing fundamentals for students who have had one year or more of typing in high school, but who are not prepared for SECRETARIAL 211-212. Instruction and practice are given in letter writing, manuscript writing, tabulations, legal work, and business forms. Students are expected to attain a typing speed of at least forty to forty-five words per minute, net, during a ten-minute supervised writing. Accuracy is stressed at all times. Prerequisite: SECRETARIAL 111-112 or its equivalent.

### **SECRETARIAL 121s. Business Arithmetic (3)**

Practice is first given in the fundamentals of arithmetic. Upon successful completion of this part of the course, work is given in percentage, retail and cash discounts, profit and loss, business commissions and brokerage, interest and bank discount, domestic and foreign exchange, stocks and bonds, and property taxes and insurance.

### **SECRETARIAL 136s. Business Law (3)**

This course gives the student a working knowledge of everyday law as it applies to business and personal needs. The subjects included are contracts, insurance, negotiable instruments, bailments, and social legislation relative to the law of employment.

### **SECRETARIAL 201-202. Advanced Shorthand (8)**

The advanced course in Gregg shorthand presupposes a complete mastery of shorthand theory and dictation ability of eighty words per

minute. Constant dictation and transcription build speed to one hundred twenty words per minute. Special emphasis is placed on English grammar, spelling, and vocabulary as they affect secretarial work. Prerequisites: SECRETARIAL 101-102 or 103-104, or a minimum of two years of high school shorthand and dictation speed of eighty words per minute for five minutes.

#### **SECRETARIAL 204. Shorthand Dictation (1)**

Open only to students who have successfully completed the requirements of SECRETARIAL 201-202. The course is designed to maintain and further develop skill in dictation and transcription. A dictation speed of more than one hundred twenty words per minute is the goal.

#### **SECRETARIAL 205-206. Intermediate Medical Shorthand (8)**

On a reduced-speed level, this course covers the same material as outlined in SECRETARIAL 207-208. It is designed to enable students interested in medical secretarial careers to accept positions where the dictation speed requirements are not the main point of emphasis. The requirement for course credit is eighty words per minute. Prerequisites: SECRETARIAL 101-102, SCIENCE 103-104, or comparable biological sciences.

#### **SECRETARIAL 207-208. Advanced Medical Shorthand (8)**

The purpose of this course is to train the student thoroughly in advanced shorthand principles, development of shorthand writing skill, and transcription of dictated notes. This is combined with the study of medical shorthand principles and terminology, dictation and transcription of case histories, medical reports covering varied branches of medicine, such as X-ray findings and autopsies. Prerequisites: SECRETARIAL 101-102 or 103-104 and SCIENCE 103-104. Open to seniors only.

#### **SECRETARIAL 211-212. Advanced Typewriting (4)**

Through continued practice, the course aims at developing employable typewriting speed with a high degree of accuracy. Instruction is given in the arrangement of business correspondence, manuscripts, statistical data, editing, and legal documents. The minimum requirement for credit is fifty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Prerequisite: SECRETARIAL 111-112, 113-114, or equivalent.

#### **SECRETARIAL 214. Office Practice Typewriting (1)**

The purpose of this course is to give students who have completed SECRETARIAL 211-212 an opportunity to maintain and further develop their typing skill. A goal of at least sixty words per minute, net, with a maximum of five errors on a ten-minute timed writing is set. All work covered in SECRETARIAL 211-212 is reviewed, and drill is stressed to improve speed and accuracy. Emphasis is placed upon Ediphone transcription and production of all types of business forms.

## **SECRETARIAL 223-224. Accounting**

**(6)**

A basic course designed to give an understanding of the principles and procedures used in modern business, and to develop the ability of the student to comprehend the functions of the many phases of business activity. The subjects treated are: principles of double entry in various kinds of records, theories of debit and credit, financial statement structure and content, labor-saving devices used in accounting records, and accounting for the individual owner and for professional men and women. Prerequisite: SECRETARIAL 121s.

## **SECRETARIAL 226. Professional Bookkeeping**

**(3)**

This is a course designed to give the medical secretary an understanding of the theory of double-entry bookkeeping as it applies to records for professional people. The accounting cycle is developed on a cash approach for classes of income derived from services rendered. Special emphasis is given to proper recording of personal investments in real estate and stocks and bonds.

## **SECRETARIAL 228. Mercantile Bookkeeping**

**(3)**

This course provides an opportunity for the non-secretarial student to have training in the principles and practices of business methods. The basic principles of modern record keeping and accounting theory are presented and the adaptations of these fundamentals to various business and professional situations are worked out.

## **SECRETARIAL 231-232. Secretarial Training**

**(4)**

This course, designed as a complete office-methods survey, covers English fundamentals and usage, as well as personality and office etiquette. Theory and practice are given in the various systems of indexing and filing. The course also includes secretarial duties, such as planning itineraries, scheduling appointments, telephoning, interviewing office visitors, writing different types of business letters, and preparing business papers. It takes up telegrams and cables, banking practice, reference books, legal work, and the technique of finding a position, and includes an introduction to the various office machines. Prerequisite: SECRETARIAL 111-112.

## **SECRETARIAL 233. Medical Secretarial Practice**

**(3)**

This course introduces the student to the qualifications required for medical secretarial work. Medical terminology, ethics, telephone technique, case histories, filing, and machine transcription are stressed. Special emphasis is placed on a review of English grammar, letter writing, patients' records, and all routine office procedures required in a medical secretarial position. For Medical Secretarial seniors only.

## **SECRETARIAL 237s. Business Workshop**

**(1)**

This course is required of all second-year students enrolled in the Secretarial curriculum. With special permission of the instructor, seniors

enrolled in typewriting courses may elect the course. The Workshop provides an acquaintance with various dictation machines, calculators, duplicating machines, and electric typewriters.

## **Social Studies**

### **★SOCIAL STUDIES 101. History of Civilization: to 1500 (3)**

This is a survey of the history of the western world. It is designed to create interest in the social and cultural achievements of the great civilizations from those of the ancient Near East to that of medieval Europe.

### **★SOCIAL STUDIES 102. History of Civilization: 1500 to 1900 (3)**

This is a continuation of SOCIAL STUDIES 101, and covers the history of western civilization from the Middle Ages through the Nineteenth Century. It points up developments which have shaped the life of today. Prerequisite: SOCIAL STUDIES 101 or special permission of the instructor.

### **SOCIAL STUDIES 106. Contemporary Affairs (2)**

This course studies current national and international news in relation to major events of the recent past and to the chief geographical regions of rivalry. The expression and discussion of student opinions are encouraged.

### **★SOCIAL STUDIES 111. Sociology (3)**

The aim of the course is to give the student as broad an understanding as possible of the body of knowledge of sociology. Emphasis is placed on the origins of social behavior, the social development of the personality, group interrelationships as they relate to social organization, and the major social institutions.

### **★SOCIAL STUDIES 112. Social Problems (3)**

The purpose of the course is to acquaint the student with the disorganization that occurs when social forces produce major changes in the established patterns of behavior and institutions of a society. Major current problems are chosen from contemporary United States society, and include mental health, juvenile delinquency, and modern family disorganization. Prerequisite: SOCIAL STUDIES 111.

### **★SOCIAL STUDIES 201. American History: to 1860 (3)**

The aim of this course is to help the student gain a deeper appreciation of the United States and its position in the present world. The main political, economic, and social trends are considered as they have developed from the first explorations to about 1860. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.



**★SOCIAL STUDIES 202. American History: 1860 to  
the present**

**(3)**

This is a continuation of SOCIAL STUDIES 201, and analyzes the growth and problems of the United States from about 1860 to the present day. Prerequisites: SOCIAL STUDIES 201 or special permission of the instructor.

**★SOCIAL STUDIES 205. History of Early Russia**

**(3)**

This course traces the Russian pageant from earliest times through the reign of Alexander II. Political, social, and economic developments are studied; however, the social problems will be emphasized. The object of the course is to give the student a better understanding of Russia today. Prerequisites: SOCIAL STUDIES 101 and 102.

**★SOCIAL STUDIES 206. History of Modern Russia**

**(3)**

History of modern Russia will commence with a brief survey of Nineteenth-century Russia. The broad background for the Revolution will be carefully considered. Particular emphasis will be given to Communism as practiced by Russia today. Prerequisites: SOCIAL STUDIES 101 and 102.

**★SOCIAL STUDIES 206. English History**

**(3)**

This course studies English history chiefly from the Seventeenth Century to the present. It follows the main changes in English society and stresses the influence of England upon the modern world. SOCIAL STUDIES 101 and 102 are recommended as prerequisites.

**★SOCIAL STUDIES 207; 208. Modern History**

**(6)**

A political and cultural study of Europe showing how it became "modern," from Voltaire and Louis XVI to the present. Current events are frequently related to their historical background. The first semester covers the period from the age of Voltaire to near the end of the Nineteenth Century; the second semester, from the colonial expansion of the 1880's to the present day.

**★SOCIAL STUDIES 221s. Introduction to Philosophy**

**(3)**

The purpose of the course is to introduce the student to the basic problems of philosophy, such as the sources of knowledge, the relationship between mind and body, freedom as opposed to determinism, and the nature of values. For seniors only.

**★SOCIAL STUDIES 222. Great Religions**

**(3)**

A study of the great religions of the ancient and the modern world, their fundamental differences and similarities. Emphasis is upon an understanding of the basic concepts of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.



**★SOCIAL STUDIES 230-231. Principles of Economics (6)**

This course gives the student an introduction to the fundamentals of the American economic system. Topics considered include money and banking, labor organization, forms of business organization, monopoly, price determination, investments, and international trade. Reference is made to current economic issues.

## **Spanish**

**★SPANISH 101-102. Elementary Spanish (8)**

First year college Spanish. The course includes the essentials of Spanish grammar, but with the emphasis on teaching the student to understand the language when spoken and to express herself in simple Spanish. Drill in reading aloud and singing folk songs develops good habits of pronunciation.

**★SPANISH 103-104. Intermediate Spanish (8)**

The aim of this course is to increase both general knowledge of Spanish fundamentals and skill in using and understanding the spoken language. Grammar is thoroughly reviewed and a number of texts by recognized Spanish authors are read. Prerequisites: two years of high school Spanish or one year of college Spanish.

**SPANISH 105-106. Intermediate Spanish (Commercial) (8)**

A course in Spanish geared to the needs of the business student. Emphasis is on business phrases and the language of commerce rather than on literature. There is a review of grammar and drill in both oral and written Spanish. For terminal credit only. Prerequisites: two years of high school Spanish or one year of college Spanish.

**★SPANISH 201-202. Advanced Spanish (6)**

This course gives the student opportunity to gain fluency of expression in spoken Spanish as well as in written composition. A number of outstanding literary works are read, including *La Vida es Sueño*, *Don Quijote*, etc. Written and oral reports are required. Prerequisite: three years of high school SPANISH or two years of college SPANISH.

**SPANISH 205-206. Advanced Spanish (Commercial) (6)**

This is a continuation of SPANISH 105-106. The emphasis of the course is on commercial vocabulary and phrasing, with special drill in the writing and translation of business letters.

**★SPANISH 211-212. A Survey of Spanish Literature (6)**

The first semester of this course is devoted to a study of representative works by the principal literary figures of the Golden Age of Spanish literature, including Lope de Vega, Cervantes, Tirso de Molina, Calderón, and others. The second semester covers some of the major figures of the Nineteenth Century, such as Perez Galdós, Echegaray, Benavente, and Zorrilla. Written and oral reports are required.

**★SPANISH 215-216. A Survey of Spanish-American Literature (6)**

This course involves the reading and discussion of the principal masterpieces in Spanish produced in the New World. Examples studied range from Colonial times down to the present day. Written and oral reports are required.

## GENERAL INFORMATION

**STUDENT COUNSELING** Counseling at Lasell aims to further the physical, mental, and moral development of the student. The kind and amount of work to be undertaken is carefully adjusted to the individual's capacity in order that she may function with maximum effectiveness. Upon arrival each freshman is assigned to one of several trained advisors whom she retains for the duration of her connection with Lasell. In addition, the student is encouraged to consult her individual instructors, the resident head in charge of her dormitory, the Academic Dean, or the Dean of Women concerning any problems which may arise, either academic or personal. Parents are invited to give to any of these counselors such confidential information as may aid in understanding and promoting the welfare of their daughters.

**ORIENTATION** A one-credit-hour Orientation Course is required of all first-year students. The program is based on a series of tests given to all freshmen near the beginning of the College year. The results of these tests are interpreted to each student in individual conferences at a later date. Supplementary tests are available during the year as the need arises.

Course work in Orientation lasts through the first semester and consists of one or more lectures a week on topics of vital interest to college students. The principles of College Government and the wise use of extracurricular activities at Lasell are explained early in the year, and each student is also examined on the contents of the Lasell *Blue Book*, a compilation of official regulations and general information regarding campus life. Lectures on study habits, mental hygiene, social adjustments, religion, reading methods, vocational opportunities, preparation for marriage, and other topics are given by authorities in these fields.

**READING AND STUDY LABORATORY** Expert instruction in reading and study techniques is available to all students. A basic course in these fundamentals meets twice a week early in the first semester and is repeated in the second semester. Practical assistance is given in developing efficient methods of studying, in organizing material, in training the memory, in note-taking, in written expression, and in preparing for examinations. Courses in spelling and in vocabulary development are also open to all students. A Reading Rate Accelerator is available for students who wish practice in in-

creasing their reading speed. Since all work is done in class without required preparation, there is no academic credit offered for the course. A laboratory fee of one dollar entitles the student to the use of all materials.

Students may indicate before entering their desire to take the course. Another opportunity early in the first semester will be given to sign up for any part of the laboratory work in which they are interested. At any time during the year students are invited to take their individual study problems to the Laboratory for advice and help.

**RELIGIOUS ACTIVITIES** Believing that the development of a sense of reverence is fundamental in the formation of the well-rounded life, the College—which is non-denominational but Protestant in tradition—holds chapel services throughout the year and formal vesper services the Sunday evenings prior to Christmas and Easter vacations at which attendance is required. Distinguished ministers and laymen from the Boston area act as guest chaplains. Churches of various denominations are in proximity to the campus and students are encouraged to attend services with the congregation of their choice on Sunday mornings.

**THE LIBRARY** Located on the ground floor of Bragdon Hall, the College Library is a bright, sunny room popular for study, reading, and browsing. The Library is comprehensive, planned to supplement class work and provide resources for additional study. Trained librarians are available for help and guidance.

Many subscriptions to newspapers and periodicals, which keep the Library supplied with current material, are made more valuable through the use of periodical indexes. There is a basic reference collection which is kept up-to-date with constant addition of new materials.

Although the emphasis of the Library is of necessity on material which will supplement the courses offered here at Lasell and provide for additional study in those fields, the value of a balanced recreational program for the students is not overlooked. They are encouraged to use the Library and its resources for pleasure as well as for study and research.

**GRADES** A permanent record of scholarship is kept for reference, and quarterly reports are sent to parents. The grading system employed is as follows: A, superior; B, good; C, average;



D, passing; E, conditional failure; F, failure; INC., incomplete. S, satisfactory; and U, unsatisfactory, are used for Orientation and Physical Education grades only. Although the passing grade is D, a C average is required for graduation. Marks for the first and third quarters are tentative, and academic rank is based on the grades for the whole semester. Rank in class, class promotion, graduation, and honors are all calculated on the basis of "grade quotients." The grade of A is assigned a value of 4; B, 3; C, 2; D, 1, and F, 0. A student's average is computed by multiplying the number of semester hours of credit by the appropriate numerical grade value and then dividing the sum of these products by the total number of semester hours of credit carried.

**COLLEGE GOVERNMENT** Since students generally wish to assume collectively a share in the responsibility for their conduct in college, and since educators are agreed that such responsibility makes for the development and growth of the individual student, the President and faculty of Lasell have given authority to the Lasell College Government Association to exercise the various powers that have been committed to it for the maintenance of high standards in the community life of the campus. The reputation of Lasell is to a large measure dependent on the conduct of Lasell students. While under the jurisdiction of the College, therefore, a student is expected to observe the social regulations of the institution, whether she is actually on campus or registered out. The College Government Association holds itself responsible for the correction of any conduct on the part of a Lasell student which might endanger the reputation of the College.

**SOCIAL LIFE AND TRIPS** Entertainments, teas, class parties, dances and receptions make their contribution to the social life of the College. In addition to the White Mountain Trip, an annual midwinter event for nearly sixty years, a trip to Bermuda is sponsored during spring vacation. A Lasell European Tour is also arranged each summer.

**PLACEMENT** An effective Placement Office is maintained for the convenience of both Lasell students and graduates. Students may register with the Office during the College year either for part-time work, for full-time summer jobs, or for permanent positions to become effective after graduation. In addition to its regular business and professional contacts, the Placement Office sponsors a series of speakers who address



groups of interested students on the training requirements and employment possibilities of various specialized areas of employment. The Office also provides members of the senior class with numerous opportunities to be interviewed by representatives of some of the larger business and professional organizations in the Boston area. The services of the Office are always available to Lasell graduates, regardless of year, and alumnae are encouraged to keep in touch with the Placement Director.

**PUBLICATIONS  
AND PUBLICITY**

The *Lasell News* is the bi-weekly College newspaper written and edited entirely by students. Places on the *News* staff are open to all students who can meet the academic and literary requirements, or whose backgrounds or experience show some special aptitude for newspaper work. Since the *Lasell News* is not confined to the campus, but circulates among several thousand alumnae and other friends of the College, the student staff gains valuable experience in meeting the problems of professional journalism on an adult level.

The *Lamp* is the College yearbook published by the senior class. Although it contains the traditional information and photographs of the graduating class, emphasis in the *Lamp* tends to be more on recording pictorially the history of a year at Lasell as an annual souvenir for the entire student body. Editorial and business operations of the publication are in the hands of students under the supervision of a faculty advisor.

The *Lasell Leaves* is a quarterly magazine published by Lasell Alumnae, Inc. The Commencement issue of each year is sent to all living graduates of the College. The other three issues are distributed to regular contributors to the Alumnae Fund. This prize-winning periodical, which constitutes a valuable and well-edited record of the activities of Lasell students, faculty and graduates, has twice been recognized for excellence by the American Alumni Council.

The academic achievements and extracurricular distinctions of Lasell students are regularly and systematically reported to their hometown newspapers by the College Public Relations Office.

**OTHER  
ORGANIZATIONS**

In addition to the Orphean Club and the College Choir, whose functions have already been described under the course offerings in the Music Department, there are a number of other organizations on the campus that play an active role in furthering students' special

interests and in offering opportunities for effective group experience.

The Workshop Players sponsor the two major dramatics productions offered each year. Students in the elementary and advanced Play Production classes automatically become members of the group. Other students are admitted upon the completion of ten hours of work in the club's activities, including acting, painting scenery, making posters, working backstage, or ushering. New members are received by the group at the monthly meetings. The Workshop Players also provide entertainments for local civic and service organizations, as well as offering a group of student-acted and student-directed one-act plays in arena production each spring as the part of the club's activities known as the Stockingfoot Theatre.

The Athletic Association promotes interest and participation in a broad program of sports and other recreational activities in cooperation with the Department of Physical Education, and coordinates the intramural athletic program. The Lasell Campus and Community Association makes possible a variety of volunteer services which are to the advantage of both the College and the community.

Originally an outgrowth of course work in Speech, the Speakers' Bureau is now a campus-wide activity open to all students. The Bureau functions by providing distinguished speakers from various fields in the arts, politics, business and public affairs who address the club at its monthly meetings, which customarily include a social hour designed to allow personal contact between members and guest.

*Le Cercle Français* is open to all students of French. Club meetings are organized around a variety of programs intended to acquaint members with the special qualities of life in France. Advanced students of Spanish are eligible for membership in the Spanish Club, where, in addition to a study of current affairs in Spain and the Latin-American countries, opportunities are afforded members for practice in conversational Spanish. The Science Club keeps its members posted on recent advances in technology of interest to Lasell science students.

<b>STUDENT HEALTH</b>	Two resident nurses look after the health of students and secure the assistance of any of the several attending physicians who are on call by the College. No student should consult a doctor without first conferring with one of the College nurses. At the time of entrance parents are urged to communicate freely with the nurses regarding the physical
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condition of their daughters. The College Infirmary is available at all times for the use of students and faculty.

**Rooms** Two students usually occupy a room, although a few single rooms and a few large rooms occupied by three students are also available. All beds are single and are provided with mattress and pillow.

Freshman rooms and roommates are assigned the first week in September. New students are asked to keep the room and roommate assigned for a few weeks, even though the arrangement may not be fully satisfactory. After a little time, when acquaintances have been made, changes, within reason, will be authorized.

## REGULATIONS

**ADMISSION** No student is admitted for less than an entire College year or such portion as remains after entrance. A fee of five dollars is charged for late registration.

**WITHDRAWAL** Whenever the faculty is convinced that a student is not fulfilling the purpose of her residence, and that her presence, on account of conduct or for any other sufficient reason, is detrimental to the College, the President reserves the right to request her withdrawal. In the case of voluntary withdrawal or dismissal, the parent or guardian agrees that no part of the fee or tuition for the College year shall be refunded or remitted, and any unpaid balance on account of such fees shall become immediately due and payable.

Since a student's place is engaged for the entire year, and no deductions can be allowed for absence, the A. W. G. Dewar, Inc., Tuition Refund Plan has been arranged whereby tuition fees are protected in the event of absence due to illness, accidental injury, or quarantine. A leaflet outlining the details of this Plan will be mailed with the first semester bill.

**ALLOWANCES** There is no need of a large amount of spending money. A moderate allowance for personal expenses is all that is necessary. If a student is to have an allowance, it is suggested that it be deposited in a checking account in one of the local banks. It is felt that in those cases where the student is to handle her own funds, maturity of judgment is encouraged by familiarity with normal banking methods. The College Bursar is always available for individual financial counsel whenever necessary.

Students are urged not to bring valuable articles such as jewelry or expensive watches. If lost, the College cannot assume responsibility for such items.

Each student will be charged for damage done by her to College property.

**AUTOMOBILES** Resident students are not allowed to have automobiles. Day students are to use their automobiles for commuting purposes only and are to register them with the College and be assigned a parking area for use throughout the year. Automobiles are not to be used for traveling between classes or for other movement around the campus.

## SCHOLARSHIPS

Scholarships and loan funds are available for a limited number of deserving students. The income from the following funds is under the direction of the committee on scholarship aid:

THE HENRY MORTON DUNHAM FUND . . . . .	\$10,000
Given by the will of Mr. Henry M. Dunham, organist, conductor, and composer, who, as instructor and later chairman, was associated with the Department of Music from 1897 to 1928. Income to be used for students in organ.	
THE RUSSELL B. STEARNS SCHOLARSHIP FUND . . . . .	\$5,000
THE JEREMIAH CLARK SCHOLARSHIP FUND . . . . .	\$650
THE BIRD SCHOLARSHIP FUND . . . . .	\$4,300
Given by the will of Miss Charlotte A. K. Bancroft of the Class of 1857.	
THE ANGELINE C. BLAISDELL SCHOLARSHIP FUND . . . . .	\$6,300
Given by the will of Miss Angeline C. Blaisdell of the Class of 1867, for many years a teacher and member of the administrative staff of Lasell.	
THE HANNAH PROCTOR BONNER SCHOLARSHIP FUND . . . . .	\$6,100
Given in memory of their daughter, Hannah Proctor Bonner of the Class of 1910, by Mr. and Mrs. William L. Proctor of Millbury, Massachusetts.	
THE GRACE VICARY POTTORF SCHOLARSHIP FUND . . . . .	\$2,900
Given in memory of her daughter, Grace Vicary Pottorf of the Class of 1907, by Mrs. Charles N. Vicary of Canton, Ohio.	
THE LILLIE ROSE POTTER MEMORIAL FUND . . . . .	\$2,050
Given in memory of Lillie Rose Potter, Class of 1880, by alumnae and friends. Miss Potter served as Preceptress and Dean at Lasell from 1902 to 1935 and was Dean Emeritus from 1935 to 1952.	

### LASELL ALUMNAE SCHOLARSHIPS

Financial assistance offered by Lasell Alumnae, Inc. is based upon high scholastic achievement and is largely reserved for outstanding students who have completed one year of work at Lasell.

There are some opportunities for certain students to earn a part of their expenses by waiting on table, doing office work, or assisting in the Library. The genuine need for such aid is the most important consideration and a rather searching statement of the financial condition of the family is required before work opportunities are granted. Applications for such aid should be made to the President.



## EXPENSES

**RESIDENT STUDENTS** The regular annual expense for each resident student is \$1,950. This includes board, a place with a roommate, and tuition in all studies except music. No part of the tuition, board and room charge is subject to return, reduction or rebate on account of illness, voluntary withdrawal, dismissal or for any reason whatever. A registration fee of \$10.00 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition. A schedule of the payments for board, room and tuition follows:

1. On the filing of the application . . . . . \$10.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance . . . . . \$150.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. \$75.00 of this amount is credited against charges for the first semester, and the remaining \$75.00 against similar charges for the second semester. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10 . . . . . \$910.00  
Being \$975.00 plus the \$10.00 health fee, less one-half (\$75.00) of the room deposit.
4. Before December 31 . . . . . \$910.00  
Being the balance (\$975.00) plus the \$10.00 health fee, less the remaining half (\$75.00) of the room deposit.

A health fee of \$10.00 per semester entitles the resident student to unlimited use of the infirmary and first-aid rooms and consultation with the College physician, when necessary. It also includes infirmary care for those illnesses or accidents which, in the opinion of the College physician, can be treated adequately by the facilities and personnel available at the College. Those cases which, in the opinion of the College physician, require more specialized care or hospitalization beyond that available at the College are not covered by this fee.

**NON-RESIDENT STUDENTS** The tuition for a non-resident (day) student for the College year is \$850. Arrangements may be made for a partial program at special rates. A registration fee of \$10.00 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition. A schedule of the payments for tuition follows:

1. On the filing of the application . . . . . \$10.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance . . . . . \$50.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10 . . . . . \$405.00  
Being \$425.00 plus the \$5.00 health fee, less one-half (\$25.00) of the advance deposit.
4. Before December 31 . . . . . \$405.00  
Being the balance (\$425.00) plus the \$5.00 health fee, less the remaining half (\$25.00) of the advance deposit.

A health fee of \$5.00 per semester entitles the non-resident student to unlimited emergency use of the infirmary and first-aid rooms and consultation with the College physician when necessary.

**SETTLEMENTS** Monthly settlements of all statements are required. A late payment charge of 1 per cent per month will be assessed against any account in which an unpaid balance has been outstanding for over thirty days.

Some parents may prefer to pay in equal monthly installments during the academic year. For those desiring the convenience of this method of payment, full particulars may be obtained from the Bursar's Office.

**TUITION REFUND INSURANCE** Since all enrollment contracts are made for the full College year only and fees are not subject to remission or reduction under any circumstances, the College suggests that parents protect themselves by taking out Tuition Refund Insurance as offered by A. W. G. Dewar, Inc. Such insurance offers a means of recovering losses due to illness, accident, or quarantine on the part of the student. The cost is 2½ per cent of the annual fees. Material describing the benefits and limitations of this insurance is sent to every parent.

**ACCIDENT AND SICKNESS INSURANCE** At the request of many parents, Lasell has made arrangements for an Accident and Sickness Medical Reimbursement Plan. The policy is handled through an insurance company. Experience has shown that this type of insurance has been of great help to parents in time of accident or illness of the student. This in-

insurance is available to any parent on request and on payment of the premium. This insurance supplements and is not intended to replace so-called hospitalization insurance.

## EXTRA EXPENSES

Lessons in piano, organ, or voice (per year) . . . . .	\$125.00
This is for one one-half hour lesson per week, including use of practice room. Longer lessons are available by arrangement.	
Clothing Laboratory (per semester) . . . . .	7.50
Laboratory Sciences (per semester) . . . . .	7.50
Foods Laboratory (per semester) . . . . .	15.00
Elective Foods Laboratory (per semester) . . . . .	25.00
Medical Laboratory Technology (one semester) . . . . .	10.00
Microbiology (one semester) . . . . .	10.00
Use of Business machines by students enrolled in secretarial courses (per semester) . . . . .	12.50
Art Kit (approximate cost) . . . . .	25.00
This kit, required of all Art majors, includes basic materials for use in Art classes.	
Late registration Fee (after Registration hours) . . . . .	5.00
Meals for visitors: breakfast . . . . .	.50
lunch . . . . .	.75
dinner . . . . .	.99
Diplomas, each . . . . .	10.00
Part-time students (per credit hour) . . . . .	20.00
Charge for change of program (after second College week) . . . . .	5.00
Transportation to and from hospitals for nursing students (per semester). First year . . . . .	24.00
Second year . . . . .	48.00
Uniforms for nurses (approximate cost for three years)	110.00
Therapeutic Foods Laboratory (per semester) . . . . .	7.50
Crafts (per semester) . . . . .	5.00
Music 101-102 (per semester) . . . . .	2.00
Music 201-202 (per semester) . . . . .	1.00

Private tutoring is not encouraged but when found necessary may be obtained by special arrangement. Students taking lessons in piano, organ, or voice are charged for a half year, even if the engaged lessons are dropped before the expiration of this time.

Laboratory fees are not refundable because of individual changes in the student's curriculum which occur after the third week of the College year.

Day students desiring to become residents for less than an entire semester will be charged \$35.00 for room and board, per week. A student remaining through any vacation will be charged \$35.00 weekly. (This does not apply to Retailing students during work periods.) No deduction is made for absence from meals while a student is in residence. No deduction is made for Retail Training students during their training period.

Two certified copies of the record of any student will be provided without charge. Further copies will be made at \$1.00 each.

Students provide material for Clothing courses subject to the approval of the instructor. Students enrolled in the Foods course must provide themselves with at least two white uniforms.

Students in the Nursing Program and the Cafeteria Management course are required to be protected by Health and Accident Insurance. Full particulars may be obtained from the College Bursar.

Textbooks, stationery and other supplies, including drawing papers, paint and other art requirements, may be purchased at the College Bookstore at current prices. Cash payments for required books will obviate rendering of charges to the parent after each purchase. No books may be returned for credit after classes have been in session for three weeks.

Students taking laboratory courses will be charged for broken equipment. It is also understood that the student will be billed for damage done to College buildings or equipment.

# ROSTER OF STUDENTS, 1959-1960

## SENIORS

Ainsworth, Barbara Ann  
Aker, Marcia Ann  
Alderman, Bette Joan  
Altman, Judith Ellen  
Altschuler, Maxine Hilda  
Anderson, Jean Adams  
Anthony, Judith Lee

Backus, Elizabeth Laidlaw  
Badner, Gail  
Baldwin, Julie Ann  
Balian, Diana  
Baumle, Martha Ekdale  
Bender, Joan Carole  
Benjamin, Susan Stanwood  
Berger, Sybil Ann  
Bergesen, Audrey Lynn  
Bergstrom, Polly Evelyn  
Berkowitz, Ina  
Bernstein, Judy Harriet  
Beuth, Barbara Irene  
Bigelow, Elizabeth Claire  
Blake, Judith Louise  
Blossom, Mary Ellen  
Bogert, Barbara Jean  
Bouret, Kathyrene Helen  
Bowker, Faith Elizabeth  
Bowman, Judith Ann  
Bowne, Nancy  
Boyd, Nancy Ann  
Brams, Marjorie Susan  
Bride, Carol Helen  
Brown, Charlotte Hale  
Bulger, Mary Elizabeth

Cahill, Diane Mary  
Caplan, Rayna Lee  
Carleton, Aline Ann  
Caserio, Janet Mary  
Cassoli, Judith Frances  
Caton, Marlene Jean  
Chenault, Marion Rachel  
Chenoweth, Maury Frohock  
Chevers, Jane Sheldon  
Chiaromonte, Linda Gerrard  
Christie, Barbara Ann  
Chrust, Elaine Susan  
Clark, Cornelia Monroe  
Colby, Brenda Lee  
Cole, Carole Jane

Watertown  
Fairfield, Connecticut  
Meriden, Connecticut  
Albany, New York  
West Haven, Connecticut  
Bangor, Maine  
Braintree

New York, New York  
Charleston, West Virginia  
East Longmeadow  
Watertown  
Burlington, Iowa  
Clinton  
Brimfield  
Waban  
Denville, New Jersey  
West Springfield  
New Haven, Connecticut  
Waterbury, Connecticut  
West Hartford, Connecticut  
Falmouth  
Bridgton, Maine  
Orinda, California  
Teaneck, New Jersey  
Natick  
Scituate  
Arlington  
Chatham, New Jersey  
West Hartford, Connecticut  
Concord, New Hampshire  
Edgewood, Rhode Island  
Massena, New York  
Madison, Connecticut

Winsted, Connecticut  
St. Johnsbury, Vermont  
Leominster  
Springfield  
Braintree  
Winsted, Connecticut  
Scarsdale, New York  
Westfield, New Jersey  
Sheldonville  
Greenfield  
White Plains, New York  
Teaneck, New Jersey  
Boothbay Harbor, Maine  
Wellesley  
Falls Village, Connecticut



Collett, Linda  
Conzen, Sandra Louise  
Cookson, Carol Ann  
Corthouts, Joan Marie  
Cotton, Frances Ann  
Crandall, Joan Edith  
Crane, Susan Lillian

Davidson, Julia Crist  
Davies, Barbara Ruth  
DeAndrus, Joyce Mary  
DeCicco, Dianne Sylvia  
Demander, Margit  
DiBari, Brenda Carol  
Dodson, Marcia June  
Dolder, Joan Cecila Sofia  
Duggan, Joanna Grace  
Duncan, Carolyn Virginia

Edmonson, Judith Ann  
Eisenberg, Linda Sue  
Ellingham, Julia Hartt  
Ellis, Susan Walker  
Elsbree, Susan Swett  
Estabrook, Jillian Anne  
Estes, Bette Jean

Fager, Elizabeth Merrill  
Failla, Carol Lorraine  
Farnum, Carolyn Danforth  
Farquhar, Carol Anne  
Fine, Beverly Lee Baer  
Fitz Simons, Lois Anne  
Fleming, Frances Edna  
Flowers, Sallie Theresa  
Flusser, Lynn Jay  
Frankel, Diane Agnes  
Fritz, Katherine Amelia  
Frommer, Marsha Miriam  
Fruchtman, Sandra Faye

Gage, Susan Ann  
Gagnon, Elaine Simonne  
Gale, Georgann Frances  
Gardner, Marcia Stuart  
Ghilani, Leslie Joan  
Gill, Tracy  
Gillette, Babette Kassandra  
Glicksman, Marilyn Ann  
Goldberg, Paulette Joan  
Golden, Minna Charlotte  
Gomberg, Phyllis Sylvia  
Goodwin, Martha  
Gordon, Phyllis  
Gordon, Sheila Ann  
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Brewer, Maine  
Hauppauge, New York  
Southboro  
Hartford, Connecticut  
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Washington, District of Columbia  
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North Haven, Connecticut  
Methuen  
Stafford Springs, Connecticut  
Woodbridge, Connecticut  
Barrington, Rhode Island  
Bloomfield, New Jersey  
São Paulo, Brazil  
Wayland  
Needham

Westfield, New Jersey  
Palisades Park, New Jersey  
Birmingham, Michigan  
Milford  
Providence, Rhode Island  
Waltham  
Garden City, New York

Bloomfield, New Jersey  
Waltham  
Sudbury  
Methuen  
Brighton  
Weston  
Newton Centre  
Newtonville  
West Orange, New Jersey  
Stamford, Connecticut  
East Orange, New Jersey  
Newport, Rhode Island  
New Britain, Connecticut

South Braintree  
Sturbridge  
Swampscott  
Marblehead  
Framingham  
Essex Fells, New Jersey  
Rochester, New York  
Millburn, New Jersey  
Great Neck, New York  
Brookline  
New Haven, Connecticut  
Laconia, New Hampshire  
Willimantic, Connecticut  
Belmont  
Glastonbury, Connecticut

Grace, Judith Benson  
Green, Lynda Anne  
Greiff, Barbara Ann  
Grodsky, Patricia Ann  
Guptill, Gail Louise

Hansen, Jean Carolyn  
Hartfelder, Karen Jean  
Hazrick, Mary Jane  
Hemphill, Audrey Ellen  
Herrick, Joan Ann Fairbanks  
Hill, Nancy Jean  
Hillman, Mora Monada  
Himmel, Susan Faye  
Hockridge, Marion  
Hodskins, Lucinda Reed  
Hoey, Anne Pigott  
Holmes, Wendy Anne  
Housman, Harriet Elaine  
Humphrey, Virginia Elizabeth  
Huse, Sandra Jeanne  
Hutchinson, Mona Ceridwen

Issokson, Baila Ann  
Iversen, Janet Edith

Jacoby, Barbara Keil  
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Jarow, Susan Ellen  
Jeans, Janice Ruth  
Joslin, Patricia Denny

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Katz, Ruth Ann  
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Kipperman, Harriet Adele  
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Klebes, Jeanne Marie  
Klee, Joy Merz  
Kleinberg, Judith Marilyn  
Kline, Marjory Lee  
Knaus, Judith Mary  
Knowles, Kendra Jean  
Knowlton, Sabra  
Kokxhoorn, Marina Paulina  
Konkle, Jane Alexander  
Kremer, Jane Hutchinson  
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Golden's Bridge, New York  
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Springfield  
Worcester

Brightwaters, New York  
Rochester, New York  
Staten Island, New York  
Waltham  
Princeton, New Jersey  
Darien, Connecticut  
Newport, Rhode Island  
New Haven, Connecticut  
Newton  
Longmeadow  
Hamden, Connecticut  
Philadelphia, Pennsylvania  
Winthrop  
Marblehead  
Needham  
Sharon, Connecticut

Dover, New Hampshire  
Hamden, Connecticut

Wilmington, Delaware  
Auburndale  
North Bergen, New Jersey  
Garden City, New York  
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Clinton  
Lewiston, Maine  
Brightwaters, New York  
Zionsville, Pennsylvania  
New Haven, Connecticut  
Islip, Long Island, New York  
Garden City, New York  
New York, New York  
Framingham  
Milton  
Oradell, New Jersey  
Falmouth, Maine  
Grafton  
Stamford, Connecticut  
Chatham, New Jersey  
Winchester, Virginia  
Cambridge

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Brightwaters, New York  
Bar Harbor, Maine  
Briarcliff Manor, New York  
Watertown  
Chestnut Hill  
Laconia, New Hampshire

Light, Colleen Hazel  
Louis, Susan Jayne  
Love, Gwenda Joyce  
Lund, Sandra Rawson  
Lundsten, MaryJane

McAlary, Barbara Ann  
McCabe, Patricia Ann  
McCall, Jane Fenton  
McCartney, Mary Keating  
McCreery, Margaret Stevenson  
McKay, Carrol Elizabeth  
Maas, Nancy Diane  
Maccallum, Mary Alice  
Mackay, Carol Ann  
MacKinnon, Marily Jean  
Malefakis, Antoinette  
Maroni, Jean Ruth  
Marshall, Patricia Alice  
Meehan, Janet Margaret  
Memery, Diane Virginia  
Menchi, Joan Thelma  
Metropoulos, Kathryn Constance  
Meyer, Louise Edna  
Michael, Carlene Ann  
Miller, Janet Rae  
Miller, Vivien Lee  
Morin, Virginia Elizabeth  
Morris, Joan Marie  
Mosher, Nancy  
Mullin, Nancy Marie

Nalli, Marie Helen  
Nelson, Brenda Elizabeth  
Netupsky, Brenda Katherine  
Newman, Phyllis Mae

O'Brien, Sheila Ruth  
Olson, Janet Ingrid  
Olson, Sandra Lavaughn  
Orleck, Anita Joyce  
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Ostrom, Linda Ann  
Ottaviano, Barbara Ilse

Patston, Jill  
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Pendleton, Beverly Jeanne  
Perkins, Nancy Jane  
Perugini, Mary Jane Theresa  
Picking, Sue Carol  
Poirier, Michele Anne  
Powers, Patricia Ethel

Race, Jane Adams  
Raffel, Carole Ellen

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Gloversville, New York  
Boynton Beach, Florida  
Farmington, Connecticut  
Attleboro

Westfield  
Leonia, New Jersey  
Claverack, New York  
Rochester, New York  
Winchester  
Arlington  
Plainfield, New Jersey  
Matamoras, Pennsylvania  
Burlington, Vermont  
Maplewood, New Jersey  
Springfield  
Athol  
Cresskill, New Jersey  
Milton  
Longmeadow  
Milton  
Pittsfield  
Rutherford, New Jersey  
Meriden, Connecticut  
Ventnor City, New Jersey  
Newton  
Berlin, New Hampshire  
Fall River  
Wellesley  
Brookline

Milton  
Stow  
Glastonbury, Connecticut  
Bennington, Vermont

Revere  
Westport, Connecticut  
Newton Highlands  
Saylesville, Rhode Island  
Chitre-Herrera, Panama  
Chappaqua, New York  
Croton-on-Hudson, New York

Darien, Connecticut  
Westwood  
Fayville  
Wellesley  
West Hartford, Connecticut  
Chagrin Falls, Ohio  
Windsor, Connecticut  
Dorchester

North Edgecomb, Maine  
Bridgeport, Connecticut

Rahner, Barbara Joan  
Ramage, Carolyn Anne  
Ramirez, Anita Maria  
Rawding, Brenda Marie  
Rosen, Phyllis Sandra  
Rothman, Valerie May  
Rowell, Constance Lee  
Ruane, Emily Jane

Salk, Ann Zelda  
Santurjian, Carol Elizabeth  
Sauer, Mary Jane  
Sawyer, Janet  
Sawyer, Patricia Anne  
Seidel, Merna Sue  
Senior, Marilyn Alice  
Shenker, Diane Sue  
Sheridan, Margaret Lee  
Siben, Constance Faith  
Simons, Henita Judith  
Smith, Ellen Culver  
Smith, Karil Jane  
Smith, Pamela Parks  
Smith, Susan Janet  
Solov, Barbara Mary  
Spahr, Patricia Frances  
Spangenberg, Suzanne Dorothy  
Spiegel, Bobette Lillian  
Spiehler, Suzanne Elaine  
Stevens, Susan Burr  
Stewart, Diane Marie  
Stewart, Janet Alvina  
Stone, Phyllis Carol  
Sullivan, Claire Elizabeth  
Sutherland, Anne Louise

Talbot, Barbara  
Teich, Linda Curtis  
Telfer, Linda  
Terrell, Jean Teresa  
Terry, Linda  
Thomas, Joyce Sara  
Thomson, Katharine Louise  
Thongchua, Sawani  
Turner, Anne Louise

Van Dorn, Susan  
Velenchik, Eileen Lee  
Vincent, Carol Louise

Waite, Justine  
Waters, Elaine Frances  
Weaver, Barbara Lynn  
Wells, Abby Lee  
Werle, Virginia Ann  
Wheeler, Joyce

Ridgefield, New Jersey  
Chatham, New Jersey  
Mayaguez, Puerto Rico  
Weston  
Willimantic, Connecticut  
Englewood, New Jersey  
Hillsboro, New Hampshire  
West Newton

Auburn, Maine  
Belmont  
Wilmington, Delaware  
Braintree  
Wellesley Hills  
New Haven, Connecticut  
Braintree  
West Hartford, Connecticut  
Natick  
West Brightwaters, New York  
Wellesley Hills  
Great Barrington  
Maplewood, New Jersey  
Auburndale  
Lynn  
Brighton  
Alexandria, Virginia  
Waban  
San Diego, California  
Pittsford, New York  
Glastonbury, Connecticut  
Brookline  
Riverside, Connecticut  
Brighton  
Rochester, New York  
Auburndale

Darien, Connecticut  
New Britain, Connecticut  
West Medford  
Ridgewood, New Jersey  
West Hartford, Connecticut  
Bristol, Vermont  
Pawtucket, Rhode Island  
Bangkok, Thailand  
Natick

Kensington, Connecticut  
Bridgeport, Connecticut  
Meriden, Connecticut

Orange  
Summit, New Jersey  
Marion  
Bound Brook, New Jersey  
Brightwaters, New York  
Leominster

White, Joan Margaret  
Whitehill, Judith Logan  
Whitton, Nancy Ann  
Williams, Judith Ann  
Williams, Lynn  
Wolfson, Paula Marion  
Work, Ruth Mary

Yerkes, Martha Livingston  
York, Susann Elliott

Zucker, Ronna Lee

Rochester, New York  
Pittsburgh, Pennsylvania  
Norwalk, Connecticut  
Milton  
West Townsend  
Newton Centre  
North Haven, Connecticut

Wilmington, Delaware  
Bedford

Shaker Heights, Ohio

## FRESHMEN

Adams, Judith Boyd  
Adamski, Joan Catherine  
Agopian, Tanya Lee  
Albin, Linda Morehouse  
Alderman, Susan Diane  
Alperin, Brenda Joyce  
Ashlock, Marilyn Louise  
Avedisian, Nina

Bagenstose, Joan Louise  
Baird, Wilma Leighton  
Bantleon, Judith Lynne  
Bardsley, Eleanor Jane  
Bateman, Janice Claire  
Bazer, Judith G.  
Beaumont, Georgia Marion  
Benedict, Patricia Elena  
Bennett, Ann Judith  
Benson, Linda Ann  
Bezanson, Dianne Evelyn  
Bingle, Gail Ann  
Bird, Carolyn Edith  
Bitzer, Katrina Barrington  
Blodgett, Eleanor Ann  
Borrelli, Virginia Ann  
Bostwick, Marlene Frances  
Breedon, Joan Charlotte  
Brodalski, Joan Marie  
Broggi, Judith Anne  
Bromage, Nancy Hopkins  
Brooke, Carol Ann  
Brown, Barbara Ann  
Brown, Caroline Elizabeth  
Bunis, Naomi Sharon  
Burke, Kathleen Marie  
Burns, Margaret Ann  
Busch, Andrea Alexander  
Butler, Elaine Marie  
Byers, Linda Pearl

Montclair, New Jersey  
Hyde Park  
Watertown  
Rowayton, Connecticut  
Wellesley Hills  
Pawtucket, Rhode Island  
Birmingham, Michigan  
Watertown

Melrose  
Upper Montclair, New Jersey  
Rochester, New York  
Squantum  
Ipswich  
Revere  
Harmony, Rhode Island  
White Plains, New York  
Presque Isle, Maine  
Wayland  
Avon, Connecticut  
South Lynnfield  
Rockland, Maine  
Bloomfield, Connecticut  
Basking Ridge, New Jersey  
Hamden, Connecticut  
Chestnut Hill  
Wakefield  
Adams  
Cape Elizabeth, Maine  
Barrington, Rhode Island  
Natick  
Winchester  
Beverly  
Rochester, New York  
Norwood  
Torrington, Connecticut  
Norwalk, Connecticut  
Wakefield  
Lowell



Cabral, Sally Ann  
Cadieux, Lynne Duane  
Campanaro, Elizabeth Ann  
Campbell, Susan Dagmar  
Cann, Virginia Mary  
Carberry, Barbara  
Carberry, Gwendolyn  
Carpenter, Mary Agnes  
Carter, Janne Lee  
Carter, Sandra May  
Caruso, Marilyn Jo  
Carvey, Carol Lou  
Cassata, Diane Patricia  
Castoldi, Natalie Ann  
Chin-Ying, Virginia  
Clark, Deborah  
Clark, Lynne Frances  
Clark, Susan  
Clinton, Charlotte Mae  
Coburn, Elizabeth Louise  
Cohen, Toby Ellen  
Cole, Barbara Ann  
Collins, Marianne  
Conkey, Melinda  
Cook, Kimi Kathleen  
Cook, Nancy Lee  
Crabtree, Kristi Mary  
Crafts, Suzanne Hersom  
Craig, Noel Anne  
Craig, Patricia Katherine  
Crumb, Diana

Davidson, Ann  
Davidson, Judith Ann  
Davis, Barbara Elizabeth  
Dazley, Martha Meredith  
Dean, Margaret Jane  
DeLone, Suzanne Galey  
DeLuca, Florence Ann  
DeMartin, Jan Sharryl  
Dennison, Susan Elizabeth  
Despard, Diane Frances  
Dezso, Gail Ann  
Dickson, Margaret Joy  
DiNapoli, Susan Stella  
Doerle, Muriel Margaret  
Downes, Lynda Jane  
Duval, Valerie Rae

Ebersteen, Priscilla Ann  
Echeverria, Lucrecia Beatriz  
Edwards, Janet Christine  
Ellis, Patricia Jane

Fager, Marrison Southard  
Falt, Linda Joyce  
Farwell, Susan

Swansea  
Acushnet  
Yorktown Heights, New York  
West Hartford, Connecticut  
Rochester, New York  
Merriam, Kansas  
Fairfield, Connecticut  
Norwood  
Darien, Connecticut  
Framingham  
Summit, New Jersey  
East Hartford, Connecticut  
Westbury, New York  
Waltham  
Brockton  
Dedham  
Sharon  
Marlboro  
North Haven, Connecticut  
Summit, New Jersey  
Brighton  
Westwood  
Lanesboro  
Ware  
Hilo, Hawaii  
Luzerne, New York  
New Rochelle, New York  
Westwood  
Englewood, New Jersey  
Englewood, New Jersey  
Lexington

Arlington  
Rangeley, Maine  
Middletown, Connecticut  
Stratford, Connecticut  
Kansas City, Missouri  
Wellesley Hills  
Waterbury, Connecticut  
Rochester, New York  
Thomaston, Maine  
Ho-Ho-Kus, New Jersey  
Fairfield, Connecticut  
Colebrook, New Hampshire  
Waterbury, Connecticut  
Rumson, New Jersey  
West Hartford, Connecticut  
Waterbury, Connecticut

Braintree  
Guatemala City, Guatemala  
Fairfield, Connecticut  
Darien, Connecticut

Bloomfield, New Jersey  
Framingham  
Wells River, Vermont

Flaster, Carolyn Kay  
 Flynn, Jeanette Bridget  
 Fopiano, Geraldine Dae  
 Fort, Anne O'Donnell  
 Fowler, Judith Ann  
 Fox, Judith Linda  
 Fox, Susan May  
 Franke, Joan Carol  
 Freeston, Dianne Harding  
 French, Beverly Ann  
 Fuller, Faith Lillian

Gammons, Joyce Estelle  
 Gavitt, Barbara Ann  
 George, Mary Wiser  
 Gill, Mary Magdaline  
 Gillis, Mildred Marie  
 Goldberg, Joanne  
 Goodman, Carol  
 Goodman, Kay Gloria  
 Gourdeau, Theresa Doris  
 Gozzi, Joan Ida  
 Graham, Lela Mildred  
 Granchelli, Natalie Juanita  
 Grauer, Eleanor June  
 Gray, Pamela Elizabeth  
 Grean, Linda Ann  
 Green, Barbara Anne  
 Greene, Glenda Margorie  
 Greene, Polly Woodford  
 Griffin, Susan Ellen  
 Grodzinsky, Reva  
 Grushkin, Carol Louise

Hackett, Carol Ann  
 Haggman, Suzanne Corinne  
 Halachik, Marie Carol  
 Hammonds, Janet Lyn  
 Handley, Sharon Lynn  
 Hans, Jacqueline Eleanore  
 Hansen, Judith  
 Harellick, Barbara Ellen  
 Harmon, Jane Elizabeth  
 Harris, Dorothy Conant  
 Hartmann, Adrienne Jill  
 Hartnett, Ellen Diane  
 Hayden, Marjorie Miner  
 Healy, Carol Marie  
 Heck, Caroline Howell  
 Henderson, Carol Lynne  
 Hoch, Debra Rae  
 Hofberg, Mary Constance  
 Hood, Elizabeth Carol  
 Horner, Lynne  
 Houston, Joan Ann  
 Howard, Elizabeth Ann  
 Howe, Carol Cynthia  
 Hunt, Sandra Jean

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 Lenox  
 Lexington  
 Wellesley  
 Norwood  
 Newton Centre  
 Watertown  
 Bloomfield, New Jersey  
 Bernardsville, New Jersey  
 Northboro  
 Waterville, Maine

Milford, Connecticut  
 Seekonk  
 Fairfield, Connecticut  
 Merion, Pennsylvania  
 Canton  
 Belmont  
 Shaker Heights, Ohio  
 West Hartford, Connecticut  
 Danvers  
 Framingham  
 New Britain, Connecticut  
 Waltham  
 Forest Hills, New York  
 Stratford, Connecticut  
 Rye, New York  
 Kings Point, New York  
 Newton Lower Falls  
 Leonia, New Jersey  
 Belmont  
 Manchester, New Hampshire  
 Greenport, Long Island, New York

Natick  
 Westwood  
 Cedar Grove, New Jersey  
 Swampscott  
 Essex, Connecticut  
 Port Washington, New York  
 Westwood  
 Passaic, New Jersey  
 Camden, Maine  
 Alexandria, Virginia  
 Garden City, New York  
 Holliston  
 West Dennis  
 Rye, New York  
 Lincoln  
 West Collingswood, New Jersey  
 Asbury Park, New Jersey  
 Medford, New Jersey  
 Hightstown, New Jersey  
 West Hartford, Connecticut  
 West Newton  
 Wilmington, Delaware  
 Waltham  
 Williamsville, New York

Jackson, Priscilla Geraldine  
Jacobs, Roberta Helen  
Jensen, Laura Therese  
Johnson, Gwendolyn Ruth  
Joseph, Valerie

Karaian, Lanore  
Keane, Joanna Sara  
Keeler, Joan Dean  
Kelley, Frances Marie  
Kelley, Suzanne Jane  
Kendrick, Elaine Virginia  
Kendrigan, Jane Anne  
Kerzner, Barbara Joan  
Keul, Karen Louise  
Kiefer, Patricia Lynn  
King, Maryellen  
Kirschner, Carole Annette  
Koerner, Susan Marie  
Kokxhoorn, Gerardine Francoise  
Komito, Sheila Beth  
Kottmeier, Ellen Kells  
Kurzman, Sandra Linda  
Kushner, Joan Roberta  
Kyle, Susan

LaFontaine, Lynn Mary  
Lamson, Carole Ann  
Landers, Joan Tripp  
Laney, Eleanor May  
Larsen, Karen  
Larsen, Linda Lee  
Lawrence, Sally Amelie  
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Lee, Jane  
Leisenring, Suzanne  
Leser, Linda Anne  
Levine, Barbara Ellen  
Lewis, Christine  
Lezberg, Susan Marjorie  
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Lucas, Mary Charlotte  
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Luppino, Concetta Rose  
Lyons, Susan Mary

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McIntosh, Ann Glynn  
McKinnon, Patricia Ann  
McLean, Dorothy Alice  
MacCollum, Judy Ann  
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Matkovic, Lydia Suzanne  
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Meehan, Susan April

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Westwood, New Jersey  
Attleboro  
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Bridgeport, Connecticut  
East Haven, Connecticut  
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Rochester, New York  
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Arlington  
Hempstead, New York  
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Hamden, Connecticut  
Rochester, New York  
Stamford, Connecticut  
Shaker Heights, Ohio  
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Providence, Rhode Island  
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Lexington  
Uxbridge  
Penfield, New York  
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Sharon  
Springfield  
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New York, New York  
Skaneateles, New York  
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Manchester, Connecticut  
Providence, Rhode Island  
Hopkinton  
Rochester, New York  
Scarsdale, New York  
Stamford, Connecticut  
Portland, Maine  
Manhasset, New York  
Waterbury, Connecticut  
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Melick, Marilyn Lee  
 Mersky, Barbara Ann  
 Mertz, Marilyn  
 Metz, Susan Joan  
 Milano, Phyllis Anne  
 Miller, Elizabeth Mary  
 Mirtl, Lynn Penelope  
 Moeller, Joan Beverly  
 Moore, Jean Rich  
 Morrice, Janet Forbes  
 Morse, Nancy June  
 Motta, Louise Ann  
 Movsessian, Jean Virginia  
 Mueller, Sandra Margaret  
 Mulvey, Margaret Mary  
 Murray, Janet Beverly  
 Musche, Dorothy Elizabeth

Nakagawa, Makiko  
 Natapow, Susan Carol  
 Neal, Melinda Ann  
 Neilson, Barbara Howley  
 Nelson, Elizabeth Anne  
 Nenart, Barbara Ann  
 Neuner, Doris Paula  
 Nevin, Elizabeth Ann  
 Newlin, Leslie Adrienne  
 Niebling, Lynda Terry  
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 Norwell, Linda Marie  
 Nowrocki, Judith Ann  
 Nulman, Joyce Lorrie

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 Orcutt, Valerie Anne  
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 Owens, Marjorie Ann

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 Passett, Margery Lana  
 Pattee, Charlotte Penelope  
 Pearce, Suzanne  
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 Pers, Anne Devera  
 Pickett, Nancy Elizabeth  
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 Pihl, Constance Linda  
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 Branford, Connecticut  
 Bronxville, New York  
 Orange, Connecticut  
 Pleasantville, New York  
 Vineyard Haven  
 Sharon  
 West Warwick, Rhode Island  
 Watertown  
 Winchester  
 Needham  
 Bloomfield, New Jersey  
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Fukuoka City, Japan  
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 Hamden, Connecticut  
 Waban  
 Portland, Maine  
 Norwood  
 New Providence, New Jersey  
 Glastonbury, Connecticut  
 Leonia, New Jersey  
 Chatham, New Jersey  
 Revere  
 Hampton, New Hampshire  
 Webster, New York  
 Fall River

Needham  
 West Newton  
 Hingham  
 Yonkers, New York  
 Brighton  
 South Orange, New Jersey  
 Waltham

Lewiston, Maine  
 Bloomfield, Connecticut  
 Northampton  
 Hartford  
 Pointe Claire, Quebec  
 Durham, Connecticut  
 West Newton  
 New Rochelle, New York  
 Newton Centre  
 Natick  
 Abington  
 Attleboro  
 Natick  
 Ridgefield, Connecticut  
 Winchester  
 Hudson, New York

Ramos-Umpierre, Vivien Pura  
Rapp, Margaret Kristin  
Rea, Carol Elaine  
Ready, Judith Anne  
Reardon, Nancy Marie  
Reed, Marilyn Doris  
Reid, Joanne Lindsey  
Reiss, Joan Helen  
Roberts, Sara Scott  
Robertson, Linda Sara  
Robinson, Karla Jayne  
Rowland, Cynthia  
Ruderman, Rona Sue  
Russell, Daphne Aristeia

Sadow, Lynda Sherman  
Sanchez, Holda Agripina  
Saporta, Rochelle  
Sarrazin, Pauline Theresa  
Schenker, Susan Gay  
Schneider, Gail Joy  
Schneiderman, Elaine  
Schreck, Barbara Anne  
Schumacher, Carol Friedel  
Schwingel, Elizabeth Mary  
Scott, Janet Elizabeth  
Scott, Susan Irene  
Seremet, Barbara Ann  
Shapiro, Marsha Jennette  
Shaw, Susan Ellen  
Sidel, Barbara Ruth  
Siders, Charlotte Ann  
Simpson, Beverly Elizabeth  
Singleton, Mary Ann  
Skillings, Donna Frances  
Smith, Constance Lee  
Smith, Cynthia  
Smith, Ellen Louise  
Smith, Leona Marcia  
Spalke, Geraldine Pauline  
Sparks, Nan Margaret  
Spigner, Flora Elizabeth  
Sproul, Suzanne Erskine  
Stack, Eileen Frances  
Stark, Barbara Lee  
Stevenson, Sheila Mary  
Stockman, Marguerite Jane  
Stone, Barbara Adrienne  
Story, Barbara Walters  
Striesfield, Cynthia Ina  
Sturm, Patricia Carolyn  
Sward, Sandra Dale  
Swett, Martha Blanche  
Swiatek, Barbara Jane  
Sydow, Susan Karla  
Sylvia, Judith Helena  
Szarek, Donna M.

Condado, Puerto Rico  
Auburndale  
Wyomissing, Pennsylvania  
Short Hills, New Jersey  
Shrewsbury  
West Hartford, Connecticut  
Coeymans, New York  
Newtonville  
Summit, New Jersey  
Ridgefield, Connecticut  
Quincy  
Auburndale  
Port Jervis, New York  
Akron, Ohio

West Roxbury  
Colon, Panama  
Brooklyn  
Leeds  
New Bedford  
Newton Centre  
Revere  
Schenectady, New York  
Mamaroneck, New York  
Basking Ridge, New Jersey  
Revere  
Winchester  
Methuen  
Stoughton  
Needham  
Chestnut Hill  
Winchester  
Saddle River, New Jersey  
Glens Falls, New York  
Cape Elizabeth, Maine  
West Boylston  
Tenafly, New Jersey  
Needham  
Brookline  
Windham, New Hampshire  
Westport, Connecticut  
Valley Falls, New York  
Newcastle, Maine  
New Britain, Connecticut  
Ridgewood, New Jersey  
South Barre  
Millburn, New Jersey  
Trumbull, Connecticut  
Barrington, Rhode Island  
Haverhill  
Greenport, Long Island, New York  
Westerly, Rhode Island  
Dedham  
Westfield  
Leicester  
Fairhaven  
Northbridge



Tarracciano, Valerie Anne  
Taylor, Susan McDonald  
Terhune, Mary Ann  
Thomas, Nancy Daphne  
Thornton, Nancy Jane  
Tibbetts, Judith E.  
Tisell, Linda Theodora  
Tordoff, Jerilynn Margaret  
Toth, Sue Ellen  
Tracey, Deborah Anne  
Treciokas, Diane Margo  
Trieber, Elaine Adrienne  
Trudeau, Nancy Anne  
Tuttle, Irene

Ullman, Peggy Ann  
Upham, Noel Louise

Vannasse, Judith Anne  
Vara, June Alice  
Varney, Marilyn Proctor  
Vass, Dana Marion  
Vidmark, Linda Faith  
Viner, Catherine Dale  
Voikos, Marcia Ann

Waldman, Phyllis Martha  
Ward, Lillian Adelaide  
Warner, Edwina Wentz  
Warren, Gail Hanford  
Weidman, Geraldine Genieve  
Wellbrock, Elizabeth Henrietta  
Westbye, Ingrid Anne  
Westendorf, Lynnnda Patricia  
White, Susan Douglas  
Whitehouse, Roberta Elsie  
Wickenden, Jeanne  
Wickham, Anne Kathleen  
Wiencrot, Ronnie Nan  
Wiesel, Ann C.  
Wilbur, Susan Ann  
Wilson, Elizabeth Rees  
Wilson, Jane Springall  
Wolfenden, Wendy  
Wollinger, Virginia Helen  
Woods, Althea Severance  
Worthen, Polly Ann

Yelvington, Van Palmer  
Yen, Amy  
Youlden, Judith Ann

Zglenicki, Jeannette Mary

Mount Kisco, New York  
Darien, Connecticut  
Pittsfield  
Chelmsford  
Sharon  
Arlington  
Quincy  
Canton  
Cedar Grove, New Jersey  
Glen Rock, New Jersey  
Norwood  
Revere  
Ware  
South Portland, Maine

Buffalo, New York  
Canton

Waltham  
Wellesley  
Alton, New Hampshire  
Birmingham, Michigan  
Georgetown, Connecticut  
Bangor, Maine  
Attleboro

New Haven, Connecticut  
Braintree  
Lineboro, Maryland  
Garden City, New York  
Groton  
Summit, New Jersey  
Ridgewood, New Jersey  
Teaneck, New Jersey  
New Canaan, Connecticut  
Arlington  
Marion  
Kilmarnock, Virginia  
Stamford, Connecticut  
Stamford, Connecticut  
Brightwaters, New York  
Alexandria, Virginia  
Delmar, New York  
Plymouth  
Tilton, New Hampshire  
Shelburne Falls  
Arlington

New York, New York  
Sao Paulo, Brazil  
Rumford, Rhode Island

New Britain, Connecticut

POST-GRADUATES

Allen, Sondra Orne	Philadelphia, Pennsylvania
Barber, Linda Mixsell	Wilton, Connecticut
Brockway, Sally Elizabeth	Scarsdale, New York
Browand, Barbara Faison	Hato Rey, Puerto Rico
Carver, Catherine	Bethel, Maine
Dazley, Olive Linda	Stratford, Connecticut
Ferrucci, Rosalind Catherine	Hamden, Connecticut
Light, Ann Pearson	Amherst
Nordling, Patricia Margarete	Lexington
Risteen, Dorothy Elaine	Marblehead
Thomas, Margaret Sturgis	Sandwich
Weeks, Karen Frances Tekla	Wayland
Wisernburn, Mary Beth	Selkirk, New York
Yeaton, Jane	Skowhegan, Maine

PART-TIME STUDENT

LeBaron, Judith Ann	Auburndale
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SUMMARY

ENROLLMENT		STATES AND FOREIGN COUNTRIES	
Seniors	265	Massachusetts	258
Freshmen	360	Connecticut	112
Post-graduates	14	New York	84
Part-time student	1	New Jersey	70
	—	Maine	26
	640	Rhode Island	16
		New Hampshire	15
		Pennsylvania	10
		Vermont	7
		Ohio	5
		Virginia	5
		California	4
		Delaware	4
		Michigan	3
		Florida	2
		Iowa	1
		Kansas	1
		Maryland	1
		Missouri	1
		Utah	1
		West Virginia	1
		District of Columbia	1
		Puerto Rico	3
		Brazil	2
		Panama	2
		Canada	1
		Guatemala	1
		Hawaii	1
		Japan	1
		Thailand	1
	—		—
	640		640

# LASELL ALUMNAE CLUBS, 1959-1960

## LASELL ALUMNAE, INC.

### PRESIDENT:

Elizabeth Harrington Logan '49 (Mrs. Robert R.)  
4 Columbus Terrace, Newton Highlands, Mass.

### FIRST VICE-PRESIDENT:

Lillian Reese Roche '50 (Mrs. Paul H.)  
108 Pearson Road, Somerville, Mass.

### SECOND VICE-PRESIDENT:

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175 Summer Avenue, Reading, Mass.

### RECORDING SECRETARY:

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### CORRESPONDING SECRETARY:

Lillian Feneley Cooley '45 (Mrs. Duane S.)  
3 Garden Road, Concord, Mass.

### TREASURER:

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### ASSISTANT TREASURER:

Ruth Buswell Isaacson '36 (Mrs. C. G. G.)  
10 Laurel Avenue, Waltham, Mass.

### ALUMNAE FUND CHAIRMAN:

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50 Aspen Avenue, Auburndale, Mass.

### ALUMNAE CLUBS ADVISOR:

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41 Brentwood Drive, Holden, Mass.

### SCHOLARSHIP COMMITTEE CHAIRMAN:

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110 Carver Road, Newton Highlands, Mass.

### DIRECTORS:

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Box 854, New Hampton, N. H.  
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Elaine Towne Batson '43 (Mrs. R. R.)  
749 Commonwealth Avenue, Warwick, R. I.  
Betty Williams McGowan '47 (Mrs. F. M., Jr.)  
52 Brewster Avenue, Braintree Highlands, Mass.  
Elizabeth Sleight Dexter '53 (Mrs. C. G.)  
Trim Town Road, North Scituate, R. I.

**ALUMNAE SECRETARY:**

Marjorie MacClymon '32  
Lasell Junior College, Auburndale, Mass.

**LASELL ALUMNAE CLUBS AND PRESIDENTS**

**GREATER BOSTON CLUB:**

Adrienne E. Smith '23  
19 Owatonna Street, Auburndale, Mass.

**BRIDGEPORT CLUB:**

Sheila McLaughlin Dunne x-'54 (Mrs. W. J.)  
250 Welch's Point Road, Milford, Conn.

**BUFFALO CLUB:**

Virginia Black DeLong '41 (Mrs. R. C., *Chairman*)  
349 Mount Vernon Road, Snyder, N. Y.

**CAPITAL DISTRICT (ALBANY) CLUB:**

L. Joy Gustavson Smith '50 (Mrs. R. L.)  
1329 Rowe Road, Schenectady, N. Y.

**CHICAGO CLUB:**

Mary-Florine Thielens Peebles x-'06 (Mrs. C. J.)  
523 West Melrose Street, Chicago, Ill.

**CLEVELAND CLUB:**

Barbara Clarkson Moody x-'38 (Mrs. K. A.)  
2432 Dennington Drive, Cleveland, Ohio

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43 Lilley Road, West Hartford, Conn.

**EASTERN MAINE (BANGOR) CLUB:**

Theresa Thompson Osborne '22 (Mrs. Donald)  
3 Church Street, Belfast, Maine

**NEW HAMPSHIRE CLUB:**

Diane Heath Beever '49 (Mrs. Arthur)  
R.F.D.#2, Upton Lane, Goffstown, N. H.

**NEW HAVEN CLUB:**

Naomi Peck Kroner '52 (Mrs. J. A., Jr.)  
99 Chipman Drive, Cheshire, Conn.

**NEW YORK CLUB:**

Janet Holmes '55, 3875 Waldo Avenue, Riverdale, N. Y.

**NORTHERN NEW JERSEY CLUB:**

Joan Krummel Limmer '52 (Mrs. Edward F.)  
240 Mt. Vernon Place, Newark, N. J.

**NORTHERN VERMONT CLUB:**

Joyce Bliss Doyle '56 (Mrs. N. P.)  
198 Home Avenue, Burlington, Vt.

**OMAHA-COUNCIL BLUFFS CLUB:**

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5103 Webster Street, Omaha, Nebr.

**PHILADELPHIA-SOUTH JERSEY CLUB:**

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507 S. 42d Street, Philadelphia, Pa.

**RHODE ISLAND CLUB:**

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Cobble Hill Road, Lincoln, R. I.

**ROCHESTER (NEW YORK) CLUB:**

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249 Dunrovin Lane, Rochester, N. Y.

**SOUTH FLORIDA CLUB:**

Bess Robinson Breed x-'09 (Mrs. F. S.)  
205 N. E. Fifth Avenue, Delray Beach, Fla.

**SOUTHERN CALIFORNIA CLUB:**

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2918 Fourth Street, Santa Monica, Calif.

**SOUTHERN MAINE CLUB:**

Gertrude Hooper Ring '32 (Mrs. Elmer)  
South Freeport, Maine

**WASHINGTON, D. C., CLUB:**

M. Patricia Wilson Kane '54 (Mrs. W. S.)  
3419 Tulane Drive, West Hyattsville, Md.

**WESTERN MASSACHUSETTS CLUB:**

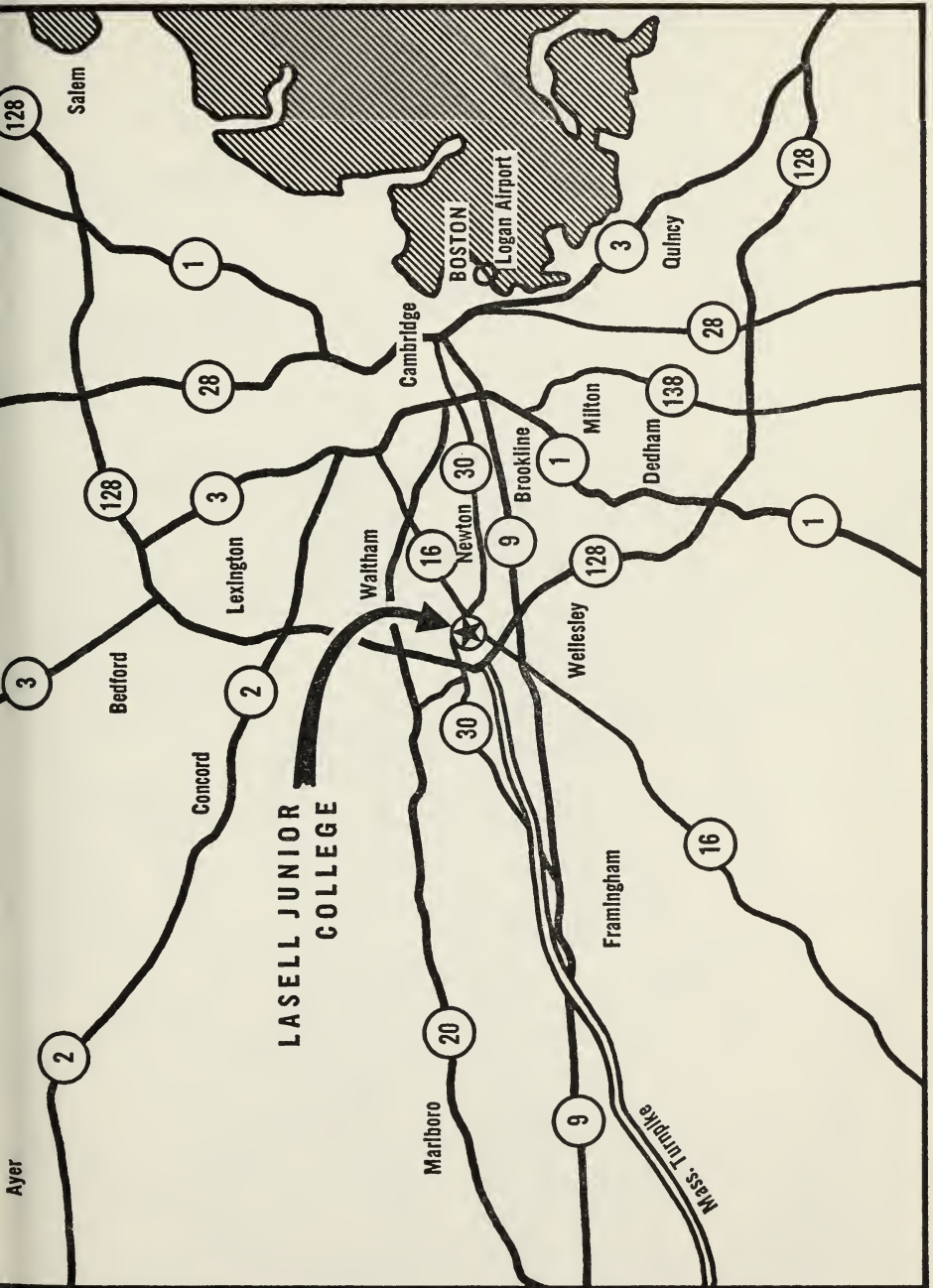
Carolyn Powers Fontaine '52 (Mrs. Lester)  
641 Prospect Street, East Longmeadow, Mass.

**WORCESTER CLUB:**

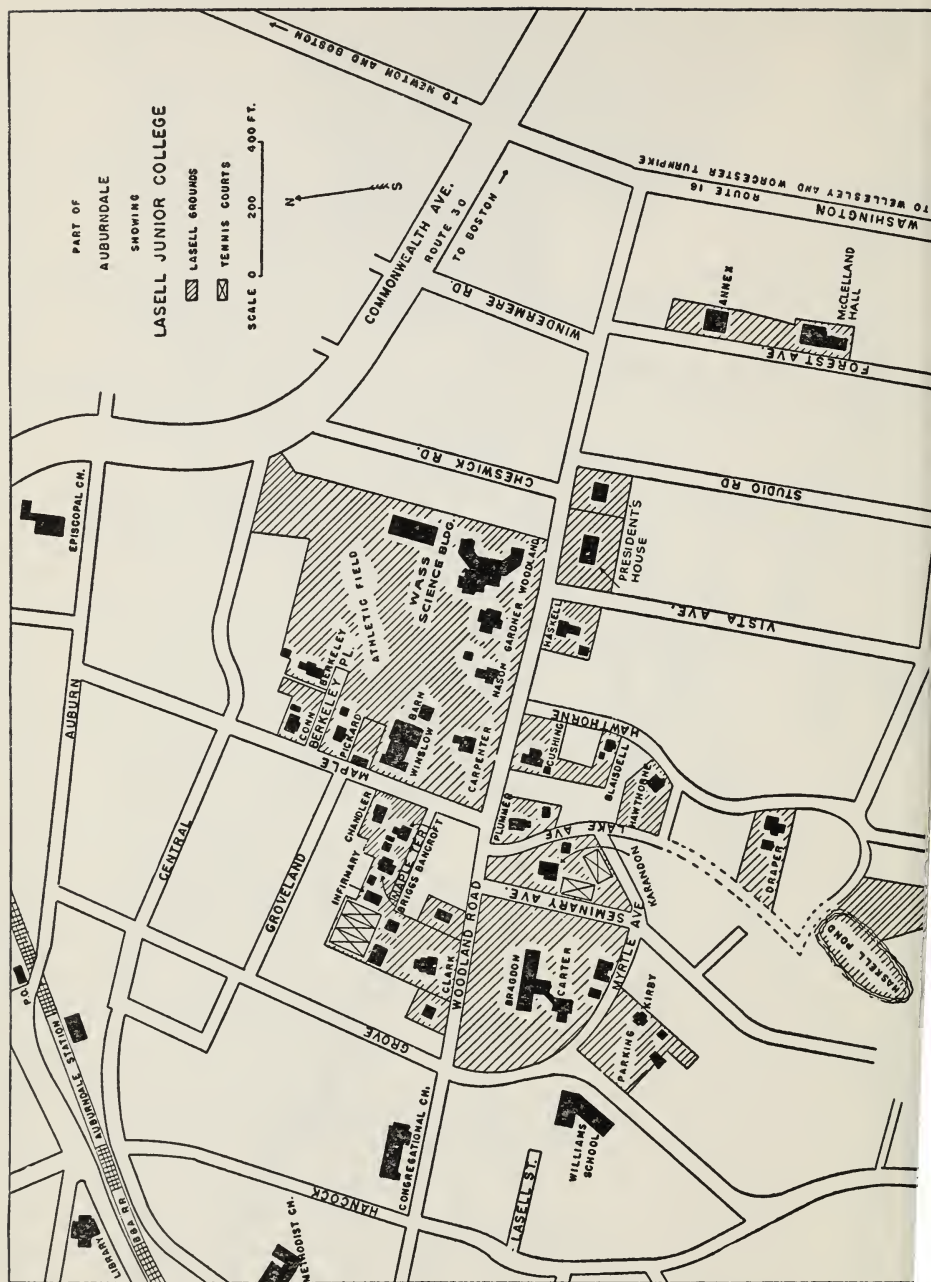
Ann Chupis Graye x-'38 (Mrs. W. J.)  
295 Maple Avenue, Shrewsbury, Mass.



## Main Routes to Lasell



# The Lasell Campus



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*Lasell*

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A Two-Year College for Women

Founded 1851

Catalogue 1961—1963

AUBURNDALE, MASSACHUSETTS





## **LASELL JUNIOR COLLEGE**

*1961 - 1963 Catalogue*

Visitors to the College are always welcome. The administrative offices in Bragdon Hall are open Monday through Friday from 9 a.m. to 4 p.m. all year (except holidays) and until 12 noon on Saturday during the college year. It is requested that personal interviews be arranged in advance by letter or telephone.

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*One Hundred and Tenth Annual Catalogue of*

## **LASELL JUNIOR COLLEGE**

*Founded in 1851 as Lasell Seminary*

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*1961-1963*

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*Member of*

The New England Association of Colleges and Secondary  
Schools

The New England Junior College Council

The American Association of Junior Colleges

The American Council on Education

**A U B U R N D A L E   •   M A S S A C H U S E T T S**

# THE COLLEGE CALENDAR FOR 1961-1962

## 1961

September 21	<i>Thursday, 9-12 M; 1-4:30 p.m.</i>	Registration of New Students
September 23	<i>Saturday; 9 a.m. - 12 M</i>	Registration of Returning Students
September 25	<i>Monday, 8:30 a.m.</i>	First Semester Begins
October 6	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
November 17	<i>Friday</i>	End of First Quarter
November 22	<i>Wednesday, 12 M</i>	Thanksgiving Recess Begins
November 27	<i>Monday, 8:30 a.m.</i>	Thanksgiving Recess Ends
December 20	<i>Wednesday, 12 M</i>	Christmas Recess Begins

## 1962

January 4	<i>Thursday, 8:30 a.m.</i>	Christmas Recess Ends
January 25	<i>Thursday</i>	Reading Day
January 26	<i>Friday</i>	First Semester Final Examinations Begin
February 2	<i>Friday</i>	First Semester Final Examinations End
February 5	<i>Monday, 8:30 a.m.</i>	Second Semester Begins
February 16	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
March 29	<i>Thursday</i>	End of Third Quarter
March 30	<i>Friday, 12 M</i>	Spring Recess Begins
April 9	<i>Monday, 8:30 a.m.</i>	Spring Recess Ends
April 20	<i>Good Friday</i>	No Classes
May 31	<i>Thursday</i>	Reading Day
June 1	<i>Friday</i>	Second Semester Final Examina- tions Begin
June 8	<i>Friday</i>	Second Semester Final Examina- tions End
June 10	<i>Sunday, 11 a.m.</i>	106th Annual Commencement
June 12	<i>Tuesday</i>	Beginning of Summer Nursing Program
September 3	<i>Monday</i>	End of Summer Nursing Program



# THE COLLEGE CALENDAR FOR 1962-1963

## 1962

September 20	<i>Thursday, 9-12 M; 1-4:30 p.m.</i>	Registration of New Students
September 22	<i>Saturday, 9 a.m. - 12 M</i>	Registration of Returning Students
September 24	<i>Monday, 8:30 a.m.</i>	First Semester Begins
October 5	<i>Friday</i>	Last Day for Change of Programs
November 12	<i>Monday</i>	Armistice Day - No Classes
November 16	<i>Friday</i>	End of First Quarter
November 21	<i>Wednesday, 12 M</i>	Thanksgiving Recess Begins
November 26	<i>Monday, 8:30 a.m.</i>	Thanksgiving Recess Ends
December 19	<i>Wednesday, 12 M</i>	Christmas Recess Begins

## 1963

January 3	<i>Thursday, 8:30 a.m.</i>	Christmas Recess Ends
January 24	<i>Thursday</i>	Reading Day
January 25	<i>Friday</i>	First Semester Final Examinations Begin
February 1	<i>Friday</i>	First Semester Final Examinations End
February 4	<i>Monday, 8:30 a.m.</i>	Second Semester Begins
February 15	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
February 22	<i>Friday</i>	Washington's Birthday - No Classes
March 28	<i>Thursday</i>	End of Third Quarter
March 29	<i>Friday, 12 M</i>	Spring Recess Begins
April 8	<i>Monday, 8:30 a.m.</i>	Spring Recess Ends
May 30	<i>Thursday</i>	Reading Day
May 31	<i>Friday</i>	Second Semester Final Examina- tions Begin
June 7	<i>Friday</i>	Second Semester Final Examina- tions End
June 9	<i>Sunday, 11 a.m.</i>	107th Annual Commencement

# THE LASELL CORPORATION

*President:* Blake Tewksbury

*Vice-President:* Wilder N. Smith

*Treasurer:* John L. Arnold

*Clerk:* Richard A. Winslow

Harry V. Anderson, Waban, Massachusetts  
John L. Arnold, Wellesley Hills, Massachusetts  
Dorothy Barnard '24, Cambridge, Massachusetts  
Helen L. Beede '21, Auburndale, Massachusetts  
V. Stoddard Bigelow, Auburndale, Massachusetts  
Barbara Ordway Brewer '35, Auburndale, Massachusetts  
Alice Hillard Corbin, San Antonio, Texas  
Marion Ordway Corley '11, Auburndale, Massachusetts  
Ruth Turner Crosby '42, Newtonville, Massachusetts  
Robert W. Ficken, Waban, Massachusetts  
Lydia Adams Godsoe '18, Camden, Maine  
Maude Simes Harding '06, Wellesley Hills, Massachusetts  
Louise Tardivel Higgins '37, Auburndale, Massachusetts  
Martha Fish Holmes '25, Auburndale, Massachusetts  
Esther T. Josselyn '27, West Hanover, Massachusetts  
Egon E. Kattwinkel, West Newton, Massachusetts  
Elizabeth Harrington Logan '49, Newton Highlands, Massachusetts  
Priscilla Parmenter Madden '37, Wellesley, Massachusetts  
Olive Chase Mayo '19, Laconia, New Hampshire  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Mildred Strain Nutter '17, Newton Centre, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Evelina E. Perkins '15, Mechanic Falls, Maine  
Helen Perry '24, Melrose, Massachusetts  
Carol Rice '16, Sweet Briar, Virginia  
Etta MacMillan Rowe '11-'13, West Granby, Connecticut  
Irene Sauter Sanford '06, Westfield, Massachusetts  
Helen Saunders '17, Hartford, Connecticut  
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Phyllis Rafferty Shoemaker '22, Watsonville, California  
Antoinette Meritt Smith '23, Auburndale, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Dorothy Mosher Stone '42, Auburndale, Massachusetts  
Arlene Wishart Sylvester '38, Auburndale, Massachusetts  
Dorothy Inett Taylor '30, Holden, Massachusetts  
Blake Tewksbury, Auburndale, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Priscilla Winslow '35, Cambridge, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire  
Priscilla Alden Wolfe '19, New Hampton, New Hampshire

# THE TRUSTEES OF LASELL JUNIOR COLLEGE

*Chairman:* Priscilla Alden Wolfe

## TERM EXPIRES 1961

John L. Arnold, Wellesley Hills, Massachusetts  
Irene Sauter Sanford (Mrs. R. M.), Westfield, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Priscilla Alden Wolfe (Mrs. L. P.), New Hampton, New Hampshire

## TERM EXPIRES 1962

Egon E. Kattwinkel, M.D., West Newton, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Antoinette Meritt Smith (Mrs. W. N.), Auburndale, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts

## TERM EXPIRES 1963

Harry V. Anderson, Waban, Massachusetts  
Alice Hillard Corbin (Mrs. A. F.), San Antonio, Texas  
Lydia Adams Godsoe (Mrs. W. H.), Camden, Maine  
Miss Helen Saunders, Hartford, Connecticut  
Julia C. Sheridan, (Mrs. Philip), Greenville Junction, Maine

## TERM EXPIRES 1964

V. Stoddard Bigelow, Auburndale, Massachusetts  
Louise T. Higgins (Mrs. C. A., Jr.), Weston, Massachusetts  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire

## TERM EXPIRES 1965

Robert W. Ficken, Waban, Massachusetts  
Miss Helen Perry, Melrose, Massachusetts  
Phyllis Rafferty Shoemaker (Mrs. A. B.), Watsonville, California  
Blake Tewksbury, Auburndale, Massachusetts

*Ex Officio:* President of the Lasell Alumnae Association

## EXECUTIVE BOARD

John L. Arnold	Wilder N. Smith
Egon E. Kattwinkel	Blake Tewksbury
Earl H. Ordway	Richard A. Winslow
Helen Perry	Leonard P. Wolfe
Antoinette M. Smith	Priscilla A. Wolfe

## FINANCE COMMITTEE

John L. Arnold	Blake Tewksbury
Earl H. Ordway	Richard A. Winslow
Wilder N. Smith	Priscilla A. Wolfe

## ADMINISTRATION

Blake Tewksbury, B.A., M.A., LL.D., *President*

B.A., Bowdoin College; M.A., New York University; LL.D., Bucknell University; Lasell, 1960-

John L. Arnold, A.B., M.B.A., L.L.B., *Treasurer*

A.B., Bowdoin College; M.B.A., Harvard Graduate School of Business Administration; L.L.B., Northeastern University; Graduate study, Massachusetts Institute of Technology; Lasell, 1951-

June Babcock, B.A., M.A., *Dean of Women*

B.A., Wheaton College; M.A., Cornell University; Lasell, 1942-

Inez M. Atwater, B.A., M.A., *Student Counselor and Placement Director*

B.A., Jackson College, Tufts University; M.A., Boston University Graduate School; Graduate study, Harvard University; Syracuse University; Lasell, 1946-

Muriel McClelland, B.S., *Administrative Assistant to the Dean of Women and Director of Physical Education*

Oberlin; B.S., Boston University; Boston School of Physical Education; Lasell, 1929-

Mary Blatchford Van Etten, B.A., M.A., *Student Counselor*

B.A., Connecticut College; M.A., Boston University Graduate School; Graduate study, Boston University School of Medicine and Harvard University; Lasell, 1939-

## FACULTY (1961)

Margaret M. Anderson, R.N., B.S.N.Ed., M.S., *Instructor in Psychiatric Nursing*  
Massachusetts General Hospital School of Nursing; B.S.N.Ed., Boston College School of Nursing; M.S., Boston University; Lasell, 1959-

Frances Atwood, B.S., *Librarian*

B.S., Simmons College; Lasell, 1953-

✓ Harriet W. Atwood, B.S., M.A., *Instructor in Secretarial Studies*

B.S. in P.A.L., Boston University; M.A., Boston University; Graduate study, Boston University; Lasell, 1946-

✓ Barbara C. Baillet, B.S., *Instructor in Home Economics*

B.S., College of Home Economics, Cornell University; Lasell, 1960-

✓  
Marguerite M. Barrows, B.S. in Art Ed., *Instructor in Art*  
B.S. in Ed., Massachusetts College of Art; Lasell, 1959-

✓  
Claire Barry, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University, School of Education; Lasell, 1958-

✓  
Clarissa G. Bassett, A.B., *Instructor in Science*  
A.B., Mount Holyoke; Boston University, C.L.A.; Woods Hole Marine  
Biological Laboratory; Lasell, 1954-

Winslow F. Beckwith, A.B., LL.B., S.T.B., Th.D., *Instructor in Religion*  
A.B., Boston University; LL.B., Boston University Law School; S.T.B.,  
Episcopal Theological School; Th.D., Boston University School of Theol-  
ogy; Lasell, 1960-

✓  
Robert Knowles Brandriff, A.B., A.M., *Chairman of the English Department*  
A.B., Maryville College; A.M., Harvard University; University of Paris;  
Lasell, 1952-

✓  
Stewart M. Brooks, B.S., M.S., *Instructor in Science*  
B.S., Albany College of Pharmacy; M.S., Philadelphia College of Pharmacy  
and Science; Graduate study, Purdue University; Lasell, 1957-

✓  
Elaine C. Cavanaugh, B.S. in Ed.; *Director, Lasell Child Study Center*  
Lesley College; B.S. in Ed., Boston University; Lasell, 1958-

✓  
Carolyn E. Chapman, B.S., Ed.M., *Chairman of the Secretarial Department*  
B.S., Boston University; Ed.M., Harvard University; Lasell, 1943-

✓  
Maria T. Orozco Cobb, B.A., *Instructor in Spanish*  
B.A., Boston University; Universidad de Mexico Summer School; Lasell,  
1940-

Jean Evans Copp, B.A., *Instructor in Music*  
B.A., University of Toronto; Graduate study, Boston University; Lasell,  
1960-

✓  
Jeanne Budding Cousins, *Instructor in Dancing*  
Harvard Summer School; Leland Powers School; Sarah Lawrence College;  
Monsieur Lend, The Hague; Madame Espinosa, London; Lilla Viles Wy-  
man, Boston; Chester Hale, Ted Shawn, Martha Graham, New York;  
Lasell, 1945-

Doris A. Davis, R.N., B.S., *Instructor in Operating Room Nursing*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University;  
Graduate study, Jersey City Medical Center; Lasell, 1958-



- ✓ Flora M. DeScenza, R.N., B.S.N., M.S., *Instructor in Medical and Surgical Nursing*  
Lawrence Memorial Hospital School of Nursing; B.S.N., Boston College School of Nursing; M.S., Boston College Graduate School; Lasell, 1959-
- ✓ Charles O. Duke, B.S.E., *Instructor in Art*  
B.S.E., Massachusetts College of Art; Lasell, 1960-
- ✓ June C. Fagg, B.S. in Ed., *Instructor in Secretarial Studies*  
B.S. in Ed., State Teachers College, Salem, Massachusetts; Lasell, 1960-
- Charles H. Fielder, B.S., *Instructor in History*  
B.S. in Engineering, United States Naval Academy; Graduate Study, University of Maine; Lasell, 1959-
- ✓ Margaret S. Ford, B.S., M.Ed., *Instructor in Secretarial Studies*  
B.S., College of William and Mary; M.Ed., Boston University; Lasell, 1959-
- ✓ Margaret W. French, B.A., M.A., *Instructor in English*  
B.A., Oberlin College; M.A., Birmingham-Southern College; Graduate study, Radcliffe College; Summer School, University of Wisconsin; Middlebury Language School; Boston University; Lasell, 1946-
- Marie A. Haas, *Assistant Librarian*  
Copley Art School; South Middlesex Secretarial School; U.S. Navy Inspection School; Advanced Reference Course, Boston Public Library; Lasell, 1960-
- ✓ A. Karin Hammer, *Instructor in Physical Education*  
Graduate of the State College of Physical Education, Oslo University, Norway; Lasell, 1960-
- ✓ Bettina H. Harrison, B.S., M.A., *Instructor in Science*  
B.S., University of Massachusetts; M.S., Radcliffe College; Lasell, 1940-41, 1959-
- ✓ Elinor Hoag, B.S., B.S.S., Ed.M., *Instructor in English*  
B.S. and B.S.S., Boston University; Ed.M., Harvard University; Graduate study, Radcliffe College, Boston University, Harvard University; Lasell, 1928-
- Eva M. Holdheim, Diplomate of the University of Paris, *Instructor in French*  
Baccalaureate, Westend Lyzeum, Berlin; Certificate de Langue et de Litterature, University of Aix, Aix-en-Provence; Diplome de Sciences politiques, University of Paris; Graduate study, University of Berlin; Lasell, 1960-

- ✓  
Margie Holifield, B.S. in Ed., M.A., *Instructor in Secretarial Studies*  
B.S. in Education, Southern Illinois University; M.A., Michigan State University; Lasell, 1960-
- ✓  
Sophia J. Josephs, B.S., M.A., *Instructor in Secretarial Studies*  
B.S., New York University; M.A., New York University; Graduate study, New York University; Lasell, 1943-
- ✓  
Marion F. Kennedy, B.S., *Instructor in Secretarial Studies*  
B.S., Boston University; Lasell, 1958-
- Marie C. Lambert, R.N., B.S., *Instructor in Nursing*  
Springfield Hospital School of Nursing; B.S. in Nursing, Boston College; Lasell, 1958-
- ✓  
George W. Lane, A.B., M.A., *Instructor in English*  
A.B., Boston University; M.A., Boston University Graduate School; Lasell, 1960-
- ✓  
Edward R. Lawson, Jr., A.B., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; Graduate study, Boston University Graduate School; Lasell, 1959-
- ✓  
Ruth T. Lindquist, B.A., M.A., *Chairman of the Science Department*  
B.A., Boston University; M.A., Boston University; Lasell, 1944-
- ✓  
Alice J. Mallett, B.A., *Instructor in Speech*  
B.A., Converse College; Lasell, 1960-
- ✓  
Ruth E. Manghue, B.S. in Ed.; M.A., *Instructor in Secretarial Studies*  
B.S. in Ed., Salem State Teachers College; M.A., Teachers College, Columbia University; Lasell, 1954-
- ✓  
Robert A. Margolis, A.B., Ed.M., *Instructor in Social Studies*  
A.B., Harvard College; Ed.M., Northeastern University Graduate School; Lasell, 1960-
- ✓  
Kenneth C. Matheson, A.B., A.M., *Instructor in English*  
A.B., Boston University, College of Liberal Arts; A.M., Boston University Graduate School; Lasell, 1960-
- ✓  
Sebastian F. Mignosa, B.S., in Ed.; M.A., *Instructor in Secretarial Studies*  
State Teachers College, Salem, Massachusetts; B.S. in Ed., Boston University; M.A. in Ed., Boston University; Lasell, 1956-

- ✓ Constance W. Milner, R.N., B.S., *Coordinator of the Nursing Program*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University;  
Graduate study, Boston University and Boston College; Lasell, 1956-
- ✓ Richard M. Packard, B.A., M.A., Ph.D., *Chairman of the Social Studies Department*  
B.A., Hobart College; M.A., Columbia University; Ph.D., Harvard University; Lasell, 1948-
- Barbara H. Parkhurst, B.S., *Instructor in Science*  
B.S., Simmons College; Lasell 1942-1949, 1960-
- Lois D. Polley, R.N., B.S., M.S.N.Ed., *Instructor in Nursing*  
New England Baptist Hospital School of Nursing; B.S., Boston University;  
M.S., N.Ed., Boston University; Lasell, 1959-
- Lia G. Poorvu, A.B., A.M., *Instructor in French*  
A.B., Wellesley College; A.M., Radcliffe Graduate School; Middlebury French School; University of Munich; Middlebury Italian School; Lasell, 1960-
- ✓ Evelyn Borden Potts, B.S., *Chairman of the Home Economics Department*  
B.S., Teachers College, Columbia University; Graduate study, Vogue School, Chicago; Art Institute, Chicago; Northwestern University; University of New Hampshire; Lasell, 1944-
- James H. Remley, B.S., M.A., *Director of the Orphean Club*  
B.S., Indiana (Pa.) State Teachers College; M.A., New York University; Lasell, 1955-
- ✓ Lucile Wells Robertson, B.S. in Ed., *Chairman of the Retailing Department*  
Rochester Institute of Technology; B.S., Framingham State Teachers College; Summer study, University of Pennsylvania, Simmons College, and New York University; Lasell, 1955-
- ✓ William S. Sahakian, B.S., S.T.B., D.Sc., Ph.D., *Instructor in Social Studies*  
B.S., Northeastern University; S.T.B., Boston University; D.Sc., (Honorary) Curry College; Ph.D., Boston University; Graduate study, Harvard University; Lasell, 1960-
- ✓ Jacquelin Saunders, B.S. in Ed., M.A., *Chairman of the Art Department*  
B.S. in Ed., Massachusetts College of Art; M.A., Teachers College, Columbia University; Graduate study, Cranbrook Academy of Art; Lasell, 1949-
- ✓ Muriel S. Sheppard, B.S. in Ed., *Instructor in Child Study*  
B.S. in Ed., Potsdam State Teachers College; Lasell, 1957-

- ✓ Lucy J. Sypher, B.A., M.A., *Instructor in English*  
B.A., University of North Dakota; M.A., Tufts University; Lasell, 1929–
- ✓ Anne Gayle Tanner, B.A., *Instructor in Social Studies*  
B.A., Radcliffe College; Lasell, 1960–
- ✓ Frank C. Taylor II, B.A., *Chairman of the Music Department*  
B.A., Yale University; Graduate study, Oxford University, Harvard University, Longy School of Music; Lasell, 1957–
- ✓ Amelia J. Terrazano, *Instructor in Art*  
Jackson Von Ladau School of Design; Lasell, 1959–
- ✓ A. Harriet Tinker, A.B., *Instructor in Zoology*  
A.B., Connecticut College for Women; Graduate study, Mount Holyoke, Columbia University; Lasell, 1957–
- ✓ Virginia L. Tribou, B.S. in P.E., Ed.M., *Instructor in Physical Education*  
B.S. in P.E., Boston University, Sargent College for Physical Education; Ed.M., Boston University; Graduate study, Boston University; Lasell, 1936–
- ✓ Donald H. Warren, B.S., *Instructor in Art*  
B.S., Massachusetts College of Art; Lasell, 1956–
- ✓ Jean Watt, B.S., *Instructor in Physical Education*  
B.S. in Physical Education, Bowling Green (Ohio) State University; Lasell, 1946–
- ✓ Hazel Wilcox Weden, B.A., *Instructor in English*  
B.A., Wheaton College; Graduate study, Boston University School of Education; Lasell, 1948–
- ✓ Margaret A. Wethern, B.Ed., M.A., *Instructor in Speech and Dramatics*  
Lasell; B.Ed., Whitewater State College, Whitewater, Wisconsin; M.A., Teachers College, Columbia University; Manhattan Theatre Colony, Ogunquit, Maine; Graduate study, University of Wisconsin; Lasell, 1945–
- ✓ Mary S. Woodland, B.S. in Ed., *Instructor in Home Economics*  
B.S. in Ed., Framingham State Teachers College; Lasell, 1958–
- ✓ Jane C. Wyman, *Instructor in Child Study*  
Wheelock College; Graduate study, Northeastern University; Lasell, 1959–

## STAFF

<i>Director of Admissions</i>	Marie R. Kaden, B.S. Jessie Smith, <i>Secretary to the Director</i> Sarah M. Hathaway Eloise H. Hutchins Evelyn M. Reynolds
<i>Recorder,</i>	Helen L. Beede Lucy Bovenzi
<i>Bursar,</i>	Alice May, B.S. Frances M. Barton Mary K. Shea
<i>Student Health Center:</i>	R. Emerson Sylvester, M.D., <i>College Physician</i> Elsie R. Morley, R.N., <i>Head Nurse</i> Margaret C. Vahey, <i>Assistant</i> Olive Winterhalter, <i>Secretary</i>
<i>Dietitian,</i>	Elizabeth W. Smith, B.S. Fern Edson, <i>Assistant</i> Helen V. Goddard, <i>Assistant</i>
<i>Director of Publicity,</i>	Brigitte Brandriff
<i>Alumnae Secretary,</i>	Marjorie MacClymon Winnifred Hill Alice Thompson
<i>Director of Housekeeping,</i>	Helen R. Wallstrom
<i>Bookstore Manager,</i>	Judith E. Hennessey Frances Morris
<i>Buildings and Grounds,</i>	Arthur Hicks, <i>Superintendent</i> Ziba Odom, <i>Assistant</i>



*Offices:* Sue Barnes, *Secretary to the President*  
Ruth A. Boardman, *Secretary to the Dean of Women*  
Dorothy Harris, *Secretary to Mrs. Van Etten*  
Sarah Flowers, *Secretary to Miss Atwater*

*Receptionists:* Mrs. Ruth Bishop  
Miss Geraldine Healey  
Mrs. Marion Miller  
Mrs. Helen Thompson

<i>Resident Heads:</i>	Miss Theda R. Barnes	Mrs. Clara Chipman
	Mrs. Miriam Black	Mrs. Agnes Garland
	Mrs. Helen Booth	Mrs. Marion MacMahon
	Mrs. Gladys Brown	Mrs. Mable Smith
	Mrs. Marion Brown	Miss Dorothy Tuttle
	Mrs. Audrey Bucknam	Miss Rosa Tuttle
	Mrs. Marguerite Chandler	Mrs. Alice Whitney
	Mrs. Doris Chick	Mrs. Ethel Wylie

## THE COLLEGE

**HISTORY** Edward Lasell, who had been a professor of chemistry at Williams College since 1833, had the vision to found "a female seminary of high order" in Auburndale, a beautiful suburb of Boston, in 1851. He was supported in his enterprise by a group of interested local citizens of all major faiths.

Lasell lays proud claim to being the first "junior college" because it has offered a continuous program on this level of education since its founding. The last two years of the four-year Collegiate Department of Lasell Female Seminary were of college grade. "Terminal" work on the junior college level was offered at Lasell as early as 1874.

From the outset Lasell students have enjoyed the historic, cultural, education, and entertainment advantages of Boston and vicinity, which represent an expanded campus with a ten-mile radius.

The original Seminary grounds consisted of six acres where the first building, now historic Bragdon Hall, was erected on a hilltop. The property fronts on Woodland Road which had been laid out in 1664 and later became the Turnpike from Boston to Worcester. Burgoyne's captive army marched by this route in 1777.

The founder, Edward Lasell, died of typhoid fever in 1852, but the Seminary was continued by his brother, Josiah, and others. Great emphasis was placed on music and art in these early days.

Charles C. Bragdon became Principal in 1874 and continued in that capacity for 34 years. Dr. Bragdon was independent in mind and character and believed the chief business of women to be home making. Accordingly, pioneer courses in domestic sciences were introduced in 1877 in spite of much opposition and ridicule on the part of the public.

The famous New England poet, Henry Wadsworth Longfellow, a neighbor in nearby Cambridge, wrote this sonnet which he dedicated to Lasell Seminary on May 10, 1877:

### HOLIDAYS

The holiest of all holidays are those  
Kept by ourselves in silence and apart;  
The secret anniversaries of the heart,  
When the full river of feeling overflows.

The happy days unclouded to their close,  
The sudden joys, that out of darkness start,  
As flames from ashes; swift desires that dart  
Like singing swallows down each wind that blows.

White as the gleam of the receding sail,  
White as a cloud that floats and fades in air,  
White as the whitest lily on a stream,

These tender memories are;—a Fairy Tale  
Of some enchanted land we know not where  
But lovely as a dream within a dream.

Over the years additions were made to the main building. A gymnasium and natatorium were provided in 1881.

After a visit to Europe in 1887, during which he observed educational methods and purchased the beginnings of Lasell's art collection, Dr. Bragdon created a national sensation by instituting military drill for Lasell's young ladies; in addition, the Lasell "crew" practised on the Charles River as it does today. During this period Lasell Seminary became so well-known nationally that it received a bronze medal for its excellence of equipment and training from the World's Columbian Exposition held in Chicago in 1893.

In 1908 Dr. Guy M. Winslow succeeded to the position of Principal and remained as head until 1947. During his long administration many private homes were purchased to be utilized as Senior Houses. Woodland Park Hotel, which had been a fashionable "country boarding house" for Boston society members of the 80's, was also acquired. Here Woodland Park School, a junior school under the auspices of Lasell, was established. Later the structure was used as a dormitory; though the building has now been demolished, its name is preserved in a dormitory for freshmen, Woodland Hall, erected in 1950.

In 1921 the school was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and on March 7, 1932, the name was changed by legislative action from "Lasell Seminary" to "Lasell Junior College."

By authority of the Massachusetts Legislature Lasell grants the degrees of Associate in Arts or Associate in Science to its graduates.

Lasell aims to give young women, during two short years, a zest for the adventure of learning and a more mature understanding of the world in which they live. Taking advantage of its location in a great metropolitan area, Lasell pays sufficient attention to the liberal arts and the humanities to suggest values for life and civilized existence. Lasell also prepares for several vocations, any one of which gives a woman the security of being ready to perform useful community service. For those who feel the need of greater specialization in a chosen field, Lasell offers an introductory education which trains students for transfer to senior colleges.

**LOCATION** The College is in Auburndale, a "Village" of the suburban city of Newton. Trains, busses, rapid transit (M.T.A.), and local taxis afford convenient access to Boston. Trains for New York and the West stop at nearby Newtonville. Boston's Logan International Airport is popular with Lasell students whose homes are outside the New England area.

The campus is located one-half mile from circumferential Route 128 which circles the metropolitan area from the South Shore to the North Shore (exit Route 16 or Route 30). The eastern terminus of the Massachusetts Turnpike adjoins Route 128.

**GROUND AND BUILDINGS** The grounds of the College encompass forty acres and, for the most part, front upon Woodland Road. The spacious green lawns and hillsides, the trees and flowers, provide an attractive setting. There are pleasant walks in the residential neighborhood, and the recreation field, the Charles River, Haskell Pond, and the five tennis courts afford abundant opportunity for healthful outdoor activity.

The residence houses are homelike, well arranged and furnished, and thoroughly comfortable. Bragdon Hall is the main building of the group. In it are the offices of administration, lounges, classrooms, the library, and an art studio. The second and third floors are used as a freshman dormitory.

Carter Hall is connected with Bragdon Hall and contains a small assembly hall, a swimming pool, and laboratories and lecture rooms for home economics and other classes. Blaisdell, Briggs, Carpenter, Chandler, Clark, Conn, Converse, Cushing, Draper, Gardner, Haskell, Hawthorne, Karandon, Ordway, and Pickard are senior residence houses. Each house accommodates a group of eight to thirty students with a resident head.

Woodland Hall, a freshman dormitory and central dining hall, was completed in 1950. Winslow Hall, an auditorium-gymnasium, combines facilities for dramatic productions and college assemblies, receptions, dances, musical organizations, and the physical education program.

Wass Science Building has been in use since 1955. This modern three-story structure houses general classrooms as well as fully-equipped laboratories for anatomy, physiology, zoology, biology, chemistry, and medical technology.

Keever Infirmary contains eleven rooms equipped to serve the health needs of students and is attended by two resident nurses. The Recreation Center (called "The Barn") houses the postoffice, the bookstore, a snack bar, and two lounges. Nellie Plummer Hall contains the Alumnae Association offices.

McClelland Hall provides six classrooms for the Secretarial Department. Farrington Hall, a Victorian mansion famous as a local landmark, has been completely renovated to supply ten classrooms. Berkeley House accommodates the Child Study Center.

Nason, Bancroft, Kirby and several other College-owned houses provide residences for members of the faculty and staff.

## ACADEMIC INFORMATION

**EDUCATIONAL OPPORTUNITIES** Lasell offers two years of study following a student's graduation from secondary school. The work leading to advanced standing in a senior college or university includes a program selected from the following group of subjects: English, languages, sciences, mathematics, social studies, and electives.

The general terminal courses are designed for those students who do not wish to spend four years in college but who do feel the need of training and study after high school which will help them in living and working with people.

Special terminal vocational curricula are designed for those students who are interested in preparing for careers in home economics, child study, art, retailing, executive and medical secretarial training, and nursing.

Pre-professional courses are offered to prepare students for schools of occupational therapy, physical therapy, and for hospital training in laboratory technology, and schools of nursing where preference is given to women who have had some college work.

**REQUIREMENTS FOR ADMISSION** The Committee on Admissions endeavors to select those students whose previous records show that they are able to profit by attendance at a junior college. Applicants for the Nursing Program should see special requirements elsewhere in this catalogue.

As a further aid in an effort to maintain a representative group of students who will profit by the opportunities offered at Lasell, it is desirable that some member of the Admissions Committee have a personal interview with each applicant. When this is not possible, owing to distance, it may be arranged to have an alumna of the College designated by the Admissions Committee serve in lieu of the Committee.

The "Application for Admission" must be signed for each applicant by the parent or guardian. When the application is filed, a transcript blank is forwarded to the principal of the school last attended, to be filled out and returned to the Committee on Admissions.

To be admitted to the freshman class a student must have graduated from an approved secondary school with a record, preferably with 16 college preparatory units, satisfactory to the Committee on Admissions. All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. The majority of candidates will be notified of the decision of the Committee on Admissions in March. The Committee may accept applicants with high academic averages as soon as the transcript and all recommendations have been filed.

**ADVANCED STANDING** A limited number of students are admitted each year with transfer credit from other colleges. A student entering with advanced standing must fulfill the requirements for admission to the freshman class. As the number applying for admission usually exceeds the



number that can be accommodated in the dormitories, transfer applications are considered only after all students who have been at Lasell for one year have been assigned rooms.

**REQUIREMENTS  
FOR TRANSFER  
TO SENIOR COLLEGES**

To obtain recommendation for advanced standing on transfer, a student must in general earn a B average or higher. She may have to take certain College Entrance Examination Board Achievement Tests, or other tests as requested by the senior college. It should be noted that the content as well as the quality of both the preparatory school and the junior college programs must be satisfactory to the college which the student desires to enter, whether her purpose is to pursue a liberal arts or a vocational course. Requirements vary and results will generally be more satisfactory to Lasell and to the student when her wishes are stated and discussed at the outset. Experience shows that a student is best prepared for senior college work by taking in her preparatory program English, history, mathematics, foreign languages, and laboratory sciences, and then in electing the Liberal Arts curriculum during her two years at Lasell.

**REQUIREMENTS  
FOR GRADUATION**

A graduate of Lasell receives the degree of Associate in Arts or Associate in Science according to her curriculum. The specific requirements for the different curricula will be found in the following pages. In general it may be said here that, in addition to the requirements for admission to full freshman standing already outlined, a student must complete sixty-five semester hours of academic and technical work, including ENGLISH 101-102 and at least twelve additional hours in Liberal Arts subjects. This figure is based on a minimum program of fifteen credit hours per semester, plus the courses in Physical Education (four credit hours) and in Orientation (one credit hour) required of all students. Candidates for either of the Lasell degrees must also have been regularly enrolled full-time students of the College for at least one academic year.

Although the passing grade is D, a C average is required for graduation. First and third quarter grades are tentative; those that come at the end of each semester determine the student's actual academic standing.

The curricula outlined in the following pages are subject to reasonable modification, but the courses elected should be coherent and adapted to the abilities and requirements of the individual student. Before a student will be admitted to classes, her program must receive the approval of her academic adviser.

## CURRICULA

**ART** The Art Department strives to promote the Lasell ideal in making it possible for the student to combine a well-rounded liberal arts education with specialized vocational training. Every art major is prepared, to the extent of her ability, for further work in art school or for apprenticeship in the professional field. Academic and creative courses in art are also offered to non-art majors interested in art as a cultural background, as an avocation, or in its application to the everyday problems of the consumer and homemaker.

The Department offers four majors, all leading to the Associate in Arts degree. The **INTERIOR DESIGN** major prepares the student to combine color and texture, furniture and fabrics, in harmonious interiors and to interest the prospective client in her creations. To this end the student is taught how to develop ideas effectively and to illustrate them with convincing drawings and three-dimensional models. A maximum of training is given in both the aesthetic and practical aspects of the field, for use professionally or as a homemaker. Good taste and design sense are developed along with a familiarity with materials and sources of supply useful to the practicing decorator.

For the student with a flair for styles, the **FASHION** major affords the necessary training in drawing fashion figures and accessories and in planning and rendering the layouts used in the art departments of stores and fashion publications. A study of contemporary designers and illustrators is included in the major to further the student's understanding of fashion cycles.

In the **ADVERTISING DESIGN** major the power of the well-designed and carefully planned advertisement in the successful merchandising of a product is stressed and illustrated in the projects covered. Instruction develops the design and technical skill of the student and introduces her to the fundamentals of her specialty.

The student who elects the **CRAFTS** major is given the creative understanding of materials, tools, and techniques necessary to produce well-designed and useful objects. Knowledge and skill in handcrafts are at a premium today, and the trained student will find a variety of opportunities in summer camps, recreation centers, adult education groups, or in freelance work in the retail field.

# ART

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
Art	103-104 Hist. & Apprec. of Art I	3	3
Art	105-106 Drawing and Design	3	3
Art	107 Drafting and Sketching	1	-
Art	109-110 General Crafts	2	2
Art	112 Figure Drawing	-	1
Art	121 Lettering	1	1
English	101-102 Freshman English	3	3
Elective:	Liberal Arts subject required	2-4	2-4
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Art	201-202 Hist. & Apprec. of Art II	3	3
Art	203-204 Painting	2	2
Art	205-206 Figure Drawing	2	2
Art Major	Advertising, Crafts, Fashion Illustration or Interior Design	4	4
Electives:		5-7	5-7
Physical Education*		(1)	(1)
		<hr/> 16-18	<hr/> 16-18

\*Course required, but does not carry academic credit.

## CHILD STUDY

A valuable contribution to both community life and the home can be made by the young woman trained in Child Study. In view of this dual role the Lasell Child Study Department offers two major programs in the field, both leading to the Associate in Science degree. The first of these is the CHILD STUDY TRANSFER major, which is designed to fill the special requirements of the student interested in becoming a thoroughly trained nursery school teacher.

The need for teachers specifically trained to work with young children, and possessing professional experience in the problems of childhood growth and pedagogy, is urgent and becoming more so every day, and the qualified graduate in nursery school work will find innumerable attractive job opportunities awaiting her. Students interested in preparing for a career in nursery school teaching should elect the Transfer major in Child Study and be prepared to continue through to their Baccalaureate degrees after their graduation from Lasell. To avoid time-consuming duplication of effort, Child Study Transfer majors are strongly urged to have their Lasell programs approved by the professional school to which they intend to transfer.

The Child Study Department also offers a number of courses which provide a valuable background to the understanding of the growth and training of children in the setting of family life. These courses constitute the CHILD STUDY NON-TRANSFER major, and are designed for the student who enjoys working with children and wants to attain basic information about childhood behavior to apply in her own home or in some form of community service.

A special feature of the Child Study program is the Lasell CHILD STUDY CENTER. Here students have an opportunity to watch a model nursery school in operation under the direction of a graduate specialist trained in the field. The Center, which is attended by a cross section of children from the community, is fully equipped with standard recreational and educational devices currently in use in American nursery schools. By the use of one-way vision screens students are able to observe the group behavior of children under scientifically controlled conditions. At other times they are themselves allowed to participate in the supervision of the Center, and thus emerge from the course with both theoretical and practical experience in nursery education.

# CHILD STUDY (Transfer)

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
Child Study	101-102 Child Development	3	3
English	101-102 Freshman English	3	3
Music	101-102 Int. to Instrumental Music		
	or		
Music	105-106 Basic Music	1-3	3
Science	101-102 Zoology	4	4
Social Studies	101-102 History of Civilization		
	or		
Social Studies	111-112 Sociology and Social Problems	3	3
Speech	105-106 Speech	2	2
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 16-18	<hr/> 18

## SECOND YEAR

Art	103-104 Hist. & Apprec. of Art I	3	3
Child Study	201-202 Orient.-Childhood Education	4	4
English	Literature Elective	3	3
Psychology	201 Introductory Psychology	3	-
Psychology	204 Child Psychology	-	3
Elective(s):	Liberal Arts subject(s) recommended	3-5	3-5
Physical Education*		(1)	(1)
		<hr/> 16-18	<hr/> 16-18

\*Course required, but does not carry academic credit.



# CHILD STUDY (Non-transfer)

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
Child Study	101-102	Child Development	3	3
English	101-102	Freshman English	3	3
Music	105-106	Basic Music	1-3	3
Science	103-104	Anatomy and Physiology	3	3
Speech	105-106	Speech	2	2
Elective:	Liberal Arts subject required		3	3
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-17	<hr/> 17

## SECOND YEAR

Child Study	201-202	Orient.-Childhood Education	4	4
Child Study	203-204	Art for Childhood Education	3	3
Child Study	207-208	Children's Literature	2	2
Psychology	201	Introductory Psychology	3	-
Psychology	204	Child Psychology	-	3
Elective(s):			3-6	3-6
Physical Education*			(1)	(1)
			<hr/> 15-18	<hr/> 15-18

\*Course required, but does not carry academic credit.

## HOME ECONOMICS

Home Economics has come to be one of the most satisfying branches of study for the young woman of today since it prepares her not only for marriage but also for a wide variety of job possibilities in the business world.

The Home Economics Department offers training and experience in three different specialties, each leading to the Associate in Science degree:

The **FOODS AND DIETETICS** major is a course of study preparing the student for the position of assistant dietitian in a hospital, school lunch-room assistant, tea-room or restaurant training programs. Intensive training is given in the causes, symptoms, and dietetic treatment of all diseases appropriate to this category. One full semester is devoted to the study and preparation of carefully planned and nutritionally sound disease diets for specific illnesses. Normal nutrition in health, from pre-natal care through infancy, childhood, adulthood to old age is also covered in this major.

In the **CLOTHING AND FASHION DESIGN** major the student learns basic art principles and illustration techniques, the skillful construction of clothing, draping and pattern making, and the fine points of dressmaking. Professionally, there is an open field for the talented and ambitious student in this major. Starting salaries are often modest but excellent opportunities for training and advancement are afforded in the wholesale and retail trade and in the areas of designing and patternmaking. Typical ultimate positions for majors pursuing more advanced training include situations in illustration, retailing, publicity, consulting, fashion show promotion, and fashion designing for lingerie, bridal and party gowns and other types of clothing.

The **CAFETERIA AND RESTAURANT MANAGEMENT** major, specially arranged, treats all aspects of food service to the public in school or industrial cafeterias, hospitals, or restaurants. Practical experience is gained through training and observation carried out in a carefully selected group of nearby hospitals and restaurants.

# HOME ECONOMICS (CLOTHING AND FASHION DESIGN)

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
Art	105-106	Drawing and Design	3	3
Art	112	Figure Drawing	-	1
English	101-102	Freshman English	3	3
Home Economics	101-102	Fundamentals of Clothing	3	3
Home Economics	203	Fashion & Personal Design	3	-
Home Economics	205s	Textiles	-	3
Elective:	Liberal Arts subject required		3-4	2-4
Orientation *			(1)	
Physical Education *			(1)	(1)
			<hr/> 15-16	<hr/> 15-17

SECOND YEAR				
Art	215-216	Fashion Illustration	4	4
Home Economics	201	Advanced Clothing	3	-
Home Economics	202	Draping & Pattern Drafting	-	3
Home Economics	207-208	Creative Fashion Design	2	2
Electives:	Liberal Arts subjects required		6-8	6-8
Physical Education *			(1)	(1)
			<hr/> 15-17	<hr/> 15-17

\*Course required, but does not carry academic credit.

# HOME ECONOMICS (FOODS AND NUTRITION)

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Home Economics	121-122	Foods	3	3
Science	111-112	General Chemistry		
		or		
Science	113-114	College Chemistry	3-4	3-4
Social Studies	111-112	Sociology	3	3
Elective:	As recommended by Adviser		3-4	3-4
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Home Economics	221	Introductory		
		Nutrition	3	-
Home Economics	222	Therapeutic Nutrition	-	3
Psychology	201	Introductory		
		Psychology	3	-
Psychology	202	Psychology of		
		Personality	-	3
Science	Biological Science Elective		3-4	3-4
Social Studies	230-231	Principles of		
		Economics	3	3
Elective:	As recommended by Adviser		3	3
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-16

\*Course required, but does not carry academic credit.

## LIBERAL ARTS

One of the most significant aspects of the Lasell educational ideal is the belief that a young woman's college training ought not to be confined to the area of her vocational specialty alone, but that it should also be conducive to a fulfillment of her potentialities as a person and to her contentment and effectiveness as a member of society. The traditional assumption of American education is that the Liberal Arts can make the most important contribution to the realization of the second half of this ideal.

Possibly chief among the virtues of the Liberal Arts as an intellectual discipline is that their influence on life is not to be measured by any fluctuating standard of mere commercial utility, but that they tend rather to manifest their power in a lifelong process of maturation of the individual's capacity to think, to discriminate, and to enjoy. Granted the student's enthusiasm and a certain intelligence, study of the Liberal Arts can make an incalculable addition to the refinement of her taste and to the depth and intensity of her life in general.

A feature of a Lasell education is the care with which all curricula have been organized to achieve a correct balance of technical courses in any of the various fields of specialization offered with courses of a purely cultural nature in the area of the Liberal Arts. Certain minimum requirements in the Liberal Arts are specified in all of the curricula, but by a judicious use of her electives a Lasell girl can, regardless of her major field, graduate with an introduction to philosophy, the social sciences, literature and the arts sufficient to guide her reading and stimulate her intellectual growth for the rest of her life.

In addition to this basic contribution to the culture of the technically trained student, Lasell also offers a Liberal Arts major leading to the Associate in Arts degree. This major is designed to serve two types of student particularly: the girl who wants a full four-year Liberal Arts education and plans to transfer to a senior college after her graduation from Lasell, and the girl who shares this belief in the importance of the Liberal Arts in the culture of the individual but who cannot, for any of a variety of reasons, devote four years to their study.

The PRE-PROFESSIONAL curriculum is devoted to the preparatory training of the student who plans to continue with advanced work in some professional field (other than those already mentioned in the foregoing pages) after her graduation from Lasell. The curriculum is made up on an individual basis to satisfy the entrance requirements of the professional school of the student's choice. This curriculum is of special interest to the girl who intends to be a physio-therapist or occupational therapist, or to the nursing student who prefers to get her training in a hospital school of nursing rather than in the three-year Lasell program.



# LIBERAL ARTS (PRE-PROFESSIONAL)

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
English	101-102 Freshman English	3	3
French	Elementary, Intermediate or Advanced		
	or		
Spanish	Elementary, Intermediate or Advanced	3-4	3-4
Science	101-102 Zoology		
	or		
Science	113-114 College Chemistry		
	or		
Mathematics	201-202 College Algebra- Trigonometry	3-4	3-4
Social Studies	101-102 History of Civilization		
	or		
Social Studies	201-202 American History	3	3
Elective:	Liberal Arts subject required	3	3
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

English	Literature Elective	3	3
French	Intermediate or Advanced		
	or		
Spanish	Intermediate or Advanced	3-4	3-4
Electives:	Liberal Arts subjects required	9-10	9-10
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 15-17

\*Course required, but does not carry academic credit.

## EXECUTIVE SECRETARIAL

In keeping with the best interests of both business and the individual, the Executive Secretarial curriculum is designed to produce secretaries equipped with business skills demanded by employers today and at the same time to afford the means of obtaining contact with cultural and extracurricular experiences conducive to more effective living.

The technical courses in the Secretarial curriculum have been planned to offer not only the basic vocational skills in shorthand and typewriting, the operation of business machines, filing, maintenance of financial records, and business forms, but also to prepare the Secretarial graduate to appreciate the special problems of business, and to understand and accept the responsibilities which will be given her. Supplementary elective courses chosen from a wide field of Liberal Arts subjects assist the new secretary to enter upon her career in business as a competent and well-informed young woman.

Standards of proficiency in the fundamental secretarial skills of shorthand and typewriting are purposely high, and the student is expected to exceed the minimum requirements in both speed and accuracy if she wishes to achieve success in the highly competitive search for the top secretarial positions in the business world.

Every year graduates of the Lasell Secretarial Department go into responsible careers in the various fields of law, insurance, advertising, manufacturing, education, radio, and aviation, and wherever else well-trained and well-educated clerical or secretarial assistants are in demand. In general, secretarial training paves the way to earning a livelihood, to building a prolonged career in business, or to filling a place of leadership and responsibility in industry, the community, or the home.

A special feature of the Secretarial curriculum is the Business Workshop, required of all Secretarial seniors, where the students gain first-hand experience in the use of a wide variety of dictation and other business machines under conditions simulating an actual office. The Secretarial Department also makes available to the student body a non-professional typewriting course designed for the student in other departments of the College who would find a knowledge of the subject useful for correspondence, term papers, or manuscripts.

# EXECUTIVE SECRETARIAL

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
English	101-102 Freshman English	3	3
Secretarial	101-102 Elementary Shorthand		
	or		
Secretarial	103-104 Intermediate Shorthand	4	4
Secretarial	111-112 Elementary Typewriting		
	or		
Secretarial	113-114 Intermediate		
	Typewriting	3-2	3-2
Secretarial	121s Business Arithmetic	3	-
Secretarial	136s Business Law	-	3
Elective:	Liberal Arts subject required	3-4	3-4
Orientation *		(1)	
Physical Education *		(1)	(1)
		<hr/>	<hr/>
		15-17	15-17

## SECOND YEAR

Secretarial	201-202 Advanced Shorthand	4	4
Secretarial	211-212 Advanced Typewriting	2	2
Secretarial	231-232 Secretarial Training	2	2
Secretarial	237s Business Workshop	1	-
Secretarial	223-224 Accounting		
	or		
Social Studies	230-231 Principles of Economics	3	3
Elective(s):	Liberal Arts subject(s) required	3-6	4
Physical Education *		(1)	(1)
		<hr/>	<hr/>
		15-18	15-18

\*Course required, but does not carry academic credit.

## MEDICAL SECRETARIAL

Medicine and its related fields have been found to hold a high place on the list of career interests of many young women today, and for those who find it impossible to undertake the long program of professional training necessary to become a doctor of medicine or a registered nurse, the position of medical secretary offers a challenging and rewarding alternative. Job opportunities are nearly unlimited in doctors' offices, hospitals, clinics, medical departments of insurance companies, state or city health departments, pharmaceutical houses, and in many other offices where a combination of secretarial and scientific training is an indispensable requirement.

The Medical Secretarial curriculum is built on a solid foundation of science courses, such as anatomy, physiology, and chemistry, in addition to a full year of practice in the laboratory techniques particularly useful to the medical secretary. On the basis of this training the student is prepared to handle the routine clinical operations which will be her job in the average doctor's office, such as chemical and microscopic urinalysis, blood counts and blood typing, pulse rates, body temperatures, and preparation of injections.

Concurrently with her scientific training, the student is being prepared to handle routine office procedures, to make appointments, to greet patients, keep financial records, to take medical case histories and other records both from shorthand notes and machinedictation, and to develop an understanding of and familiarity with medical problems through a constant study of medical terminology.

The Medical Secretarial curriculum is subject to a constant process of re-evaluation in order to keep its offerings parallel to recent developments and new discoveries in the rapidly changing field of medicine which will have an effect on clinical practices or office procedures important to the effectiveness of the doctor's secretary. In addition to classroom exercises and laboratory experience, field trips to the clinical laboratories of a near-by hospital help the student gain a working knowledge of basal metabolisms and electrocardiograms.

An interesting by-product of the Medical Secretarial curriculum is the fact that the experience of the course is frequently a vital factor in the decision of a number of medical secretaries to further their education as medical technicians or nurses.

# MEDICAL SECRETARIAL

		FIRST YEAR	CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Science	103-104	Anatomy and Physiology	3	3
Science	111s	General Chemistry	3	
Secretarial	101-102	Elementary Shorthand		
	or			
Secretarial	103-104	Intermediate Shorthand	4	4
Secretarial	111-112	Elementary Typewriting		
	or			
Secretarial	113-114	Intermediate Typewriting	3-2	3-2
Elective:		Liberal Arts subject required	-	3
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-16

## SECOND YEAR

Science	207-208	Lab. Tech. for the Med. Sec.	3	3
Secretarial	207-208	Advanced Medical Shorthand	4	4
Secretarial	211-212	Advanced Typewriting	2	2
Secretarial	226	Professional Book-keeping	-	3
Secretarial	233	Medical Sec. Practice	3	-
Elective(s):		Liberal Arts subject(s) required	3-6	3-6
Physical Education*			(1)	(1)
			<hr/> 15-18	<hr/> 15-18

\*Course required, but does not carry academic credit.



## NURSING

**GENERAL INFORMATION** The Lasell Nursing Program, established in 1954, provides three years of carefully integrated academic education and professional experience leading to an Associate in Science degree. Upon completion of this program the student is eligible to take the Massachusetts State Board examinations in order to qualify as a Registered Nurse (R.N.).

For the first two academic years students combine laboratory sciences, Liberal Arts courses, and nursing subjects with clinical experience at the Peter Bent Brigham Hospital in Boston. Students are afforded the opportunities of a college environment enriched with a variety of extra-curricular activities designed to develop the student's intellectual, social, and emotional maturity as she prepares for professional nursing.

During the summer sessions and the third year, students are in residence at the Peter Bent Brigham Hospital, Boston Lying-in Hospital, Children's Medical Center, and the Massachusetts Mental Health Center. These facilities provide excellent opportunities for students to augment theory and to acquire good clinical experience in major areas of nursing. Patient care is closely correlated with the classroom instruction and supplemented by ward clinics and conferences to make the learning process effective and meaningful.

The Lasell Nursing Program is planned to prepare students to function effectively as professional staff nurses with the patient's physical, emotional, and spiritual welfare as the primary consideration. Those who wish to continue their nursing education transfer to a senior college or university for the bachelor's degree in Nursing after the completion of the Lasell Program.

**ENTRANCE REQUIREMENTS** A student applying for the Lasell Nursing Program should be able to submit an above-average college preparatory record of sixteen units, including four units of English, two units in mathematics, two units in science (one of which should be chemistry), and two units in social studies. Two years or more of a foreign language are strongly advised. A Nursing candidate must also earn satisfactory scores on Nursing Aptitude tests. She must be in excellent physical health and have ability and character ratings that indicate success in the nursing profession. Finally, she must be a person with a sincere desire to dedicate her interests and energies to the finest traditions of the nursing profession.

**EXPENSES** The cost for the first two years of the Nursing Program is the same as for students in any of the other Lasell curricula, except for moderate additional charges for transportation to and from the Hospital and for the required uniforms. Expenses for each of the first two summer sessions will be \$150.00. The charge for the third year of required hospital experience (including affiliations) should not exceed the current tuition rate of \$950.00.

# NURSING

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Nursing	103-104	Fundamentals of Nursing	5	5
Science	206	Microbiology	-	3
Science	103-104	Anatomy & Physiology	3	3
Science	111-112	General Chemistry	3	3
Social Studies	111	Sociology	3	-
Orientation*			(1)	-
Physical Education*			(1)	(1)
			<hr/> 17	<hr/> 17

## FIRST SUMMER SESSION

Nursing +	x109	Med. & Surgical Nursing I	8
Nursing +	x111	Operating Room Nursing	4
			<hr/> 12

## SECOND YEAR

Home Economics	221	Introductory Nutrition	3	-
Home Economics	222	Therapeutic Nutrition	-	3
Nursing +	201-202	Med. & Surgical Nursing II	5	5
Nursing	207	Therapeutic Foods	-	1
Psychology	201	Introductory Psychology	3	-
Psychology	202	Psychology of Personality	-	3
Electives:	Liberal Arts subjects required		5-7	5-6
Physical Education*			(1)	(1)
			<hr/> 16-18	<hr/> 16-18

+ Clinical Practice at affiliating hospitals.

\* Course required, but no academic credit given.

4 hours per week of Clinical Practice carry one semester hour of credit.

## NURSING

### SECOND SUMMER SESSION

### CREDIT HOURS

+ Nursing	x211	History of Nursing	1
+ Nursing	x203	Medical & Surgical Nursing III	6
			<hr/> 7

### THIRD YEAR

+ Nursing	301	Professional Adjustments	1
+ Nursing	303	Senior Nursing Seminars	2
+ Nursing	305	Out-Patient Nursing	4
+ Nursing	307	Obstetric Nursing	6
+ Nursing	309	Pediatric Nursing	6
+ Nursing	311	Psychiatric Nursing	6
			<hr/> 25

+ Clinical Practice at affiliating hospitals.

\* Course required, but no academic credit given.

4 hours per week of Clinical Practice carry one semester hour of credit.

## MEDICAL TECHNOLOGY

The Pre-Clinical Medical Technology curriculum offers the student the first three years of preparation for the career of Registered Medical Technician. Medical technology is a relatively new specialty in the field of medicine, and its rapid growth in importance in recent years makes it an extremely attractive vocation, from the point of view of both the nature of the work involved and the wide choice of employment possibilities open to the qualified person. The great and growing number of medical laboratories in private medicine, public health, hospitals, and industry have created a constant demand for technicians meeting the high personal and professional standards involved.

Upon completion of a year of hospital training, where she will gain practical laboratory experience, under carefully controlled conditions, in hematology, parasitology, histology, and serology, a student is eligible to take qualifying examinations given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as registered medical technician.

### MEDICAL TECHNOLOGY

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Mathematics	201	College Algebra	3	-
Science	101-102	Zoology	4	4
Science	113-114	College Chemistry	4	4
Elective(s):	Liberal Arts subjects required		2-4	5-7
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 16-18	<hr/> 16-18

\*Course required, but does not carry academic credit.

## SECOND YEAR

Psychology	201	Introductory Psychology	3	-
Psychology	202	Psychology of Personality	-	3
Science	203-204	Adv. Anat. & Phy.	4	4
Science	222	Quant. Anal.	-	4
Science	223	Qual. Anal.	4	-
Electives:	Liberal Arts subjects required		6-7	6-7
Physical Education*			(1)	(1)
			<hr/> 17-18	<hr/> 17-18

## THIRD YEAR

Science	205	Med. Lab. Tech.	3	-
Science	206	Microbiology	-	3
Science	221	Organic Chemistry	4	-
Science	224	Biochemistry	-	4
Electives:	Liberal Arts subjects required		9	9
			<hr/> 16	<hr/> 16

\*Course required, but does not carry academic credit.



## RETAILING

The Retailing curriculum prepares the student to qualify for the many excellent opportunities that exist in the field of merchandising today. Lasell's proximity to Boston makes it possible to supplement work in the classroom with frequent appearances by guest lecturers in publicity, management, personnel and other specialties in the Retailing field.

The Retailing curriculum develops an understanding in the student of the place of merchandising in our economic organization. At the same time practical knowledge of merchandise itself is provided in courses emphasizing design, color, materials, and construction. Other courses in salesmanship, the problems of business organization and management, buying techniques, personnel relations, credit procedures, merchandising mathematics, and statistics give the student an appreciation of the vast undertaking represented by modern American retailing.

Through electives, Retailing majors not only strengthen their preparation in their special field, but add to the enrichment of their cultural backgrounds with course work in music, dramatics, history, science and literature.

A special feature of the Retailing curriculum at Lasell is the annual work period required of all majors in the field. Under this arrangement, students are assigned to any of a number of cooperating department stores either in the Boston area or near their own homes, where they spend the period between Thanksgiving and Christmas in gaining first-hand experience of retailing promotional techniques, working conditions, and store management.

Retailing majors should be able to meet the minimum employment requirements of the cooperating stores in the program, and to secure and hold their positions. It is not necessary for students to try to obtain positions before registering at the College since all arrangements are made by, and subject to the approval of, the Chairman of the Retailing Department. It is helpful if the student can arrange to include two dark suits or dresses suitable for business wear in her wardrobe, in order to be prepared to conform to the dress regulations of many of the stores cooperating in the Retailing work period program.

## RETAILING

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Home Economics	205s	Textiles	-	3
Mathematics	104	Mathematics for		
		Retailers	-	2
Retailing	101	Sales & Merchandise		
		Information	2	-
Retailing	102	Store Organization &		
		Management	-	2
Secretarial	109	(If necessary) General		
		Typewriting	2	-
Speech	105-106	Speech	2	2
Electives:	Liberal Arts	subjects required	6-8	3-4
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/>	<hr/>
			15-17	15-16

## SECOND YEAR

Psychology	201	Introductory		
		Psychology	3	-
Psychology	202	Psychology of		
		Personality	-	3
Retailing	105-106	Color, Line and Design	3	3
Social Studies	230-231	Principles of Economics	3	3
Retailing	201-202	Retail Training	3	3
Electives:	Liberal Arts	subjects required	3-4	3-4
Physical Education*			(1)	(1)
			<hr/>	<hr/>
			15-16	15-16

\*Course required, but does not carry academic credit.

## GENERAL ACADEMIC CURRICULUM

In recognition of the almost endless variations in background, interest, and talent that exist in any representative group of young women, Lasell has long made it a policy to assist in the arrangement of individual programs calculated to satisfy the needs and fulfill the potentialities of students whose aims or natural gifts seem to point in a direction not covered by any of the more or less standard collegiate curricula. In addition to the major fields outlined in the preceding pages, the College offers a General Academic Curriculum; this permits the student a certain latitude in her choice of subjects, the underlying principles being that the completed program must meet the student's serious vocational or personal needs, and that it must form, in the opinion of the student's adviser, a coherent and integrated plan of study without falling into the extremes of over-specialization or miscellaneousness.

The General Academic Curriculum, leading to the Associate in Arts degree, is built around a core of Liberal Arts electives, with a minimum of 36 semester hours required in this area, but with the added possibility of a number of electives both years in non-Liberal Arts subjects. The curriculum is designed for the girl who would like to combine a liberal education with the opportunity to follow a side interest in one of the arts or to equip herself with the fundamentals of some of the basic skills of the business office.

# COURSES OF INSTRUCTION

**COURSE NUMBERS** The numbering system used to identify the course offerings described hereafter is based on a division of all courses into "100," or primarily freshman courses, and "200," or senior courses. This division is intended to serve as a general guide only, and in making up her program the student should be aware that there is a number of courses in which the enrollment is almost equally divided between freshmen and seniors, and that in cases of special interest, special aptitude, or even of mere conflict in scheduled hours, exceptions can frequently be arranged after consultation with the student's academic adviser and the instructor of the course in question.

Odd-numbered courses are offered in the first semester only; even-numbered courses, the second semester. An odd number followed by the letter S indicates a one-semester course offered both semesters. Courses identified by two numbers separated by a hyphen ("English 101-102") are year courses which must be taken as a unit. When the two numbers are separated by a semi-colon ("Social Studies 207; 208"), the course is a year course which may be entered or dropped between semesters. "300" courses and courses whose numbers are preceded by the letter X apply to the Nursing Program only, and indicate "third year" and "summer session," respectively. The College reserves the right not to offer a class for which fewer than six students enroll.

Course numbers preceded by a star indicate Liberal Arts courses which carry transfer credit.

Numerals in parentheses to the right of the course title give the total credit in semester hours carried by the course. In general, a semester hour of credit represents one hour a week of lecture or two hours of laboratory or studio work.

All courses listed may not be offered in any one semester or even in any one year.

## ART

**\*ART 103; 104. History and Appreciation of Art I (6)**

The first semester of this course in the history of art is devoted to an introduction to the visual elements of art expression, followed by a study of Prehistoric, Egyptian, Aegean, and Greek art, Etruscan and Roman art, the art of the Middle Ages, and the Renaissance. Emphasis is placed on the development of an understanding of the work of art in relation to its particular cultural background.

The second semester, a continuation of the study of the history of art, deals with Flemish, German, Spanish, Dutch, English, and American art. The last quarter is devoted to a study of contemporary art in many aspects.

**ART 105-106. Drawing and Design (6)**

This course is a study of the fundamentals of design through their application to specific design problems. The student is introduced to many different media, such as, crayon, ink, watercolor, etc., and many different methods, i.e., collage, structural design, block-printing, etc., and is encouraged to experiment under a controlled classroom atmosphere. Special emphasis is placed on the development of personal interpretation and style, as well as emphasis on design problems related to specialized areas, i.e., interior design, crafts, etc.

**ART 107. Drafting and Sketching (1)**

This is a basic course introducing the student to primary mechanical drawing practices and to the principal methods of achieving the illusion of three-dimensional form, space, and distance on a two-dimensional surface. Lectures and studio work include projects in mechanical and freehand perspective drawings, renderings, and measured plan and elevation views of building interiors and exteriors, furniture, accessories, figures and landscapes.

**ART 109-110. General Crafts (4)**

This is a study of crafts, ceramics, metalsmithing and textile, as art forms. The student uses basic materials such as clay and metal as the foundation for the development for design. This subject will develop along with Drawing and Design, with a study of the fundamentals of design in relationship to these craft materials. Emphasis is placed on experimentation, finding the inherent qualities of material and developing them into useful objects. Study of the development of crafts throughout the world and of current professional craftsmen is encouraged. Field trips and demonstrations are arranged.

**ART 112. Figure Drawing (1)**

This course emphasizes the development of sensitive observation of the human figure. Through various experiments, the movement, planes and line, form or bulk of the figure can be fully comprehended. The student at first is concerned with acquiring a definite physical and emotional identification with the subject, through the use of contour, gesture, and modelled drawings, which result in a sensitive, penetrating study of the figure.



## ART 121. Lettering

(2)

This course is a study of the "letter" as a designed form, both in creative lettering and mechanical printing. The student is introduced to the basic structure and development of many alphabet styles that can be applied to specific problems. Understanding and appreciation of materials, their use, and care are necessary requirements of this course, as well as the student's discriminating selection of materials to suit a given problem.

## \*ART 201; 202. History and Apprciation of Art II

(6)

The first semester consists of lectures and discussions with emphasis upon the architecture, painting and sculpture of the primitive cultures of Africa and Oceania, the ancient and medieval cultures of the Americas and the classic cultures of Central and Eastern Asia. Assignments include research papers and readings within selected fields of art and occasional field trips.

The second semester includes lectures and discussions covering the influences of the changing patterns of art philosophy upon the standards of taste, the various world-wide differences in qualifications of beauty, and current methods of art criticism. Assignments include research papers, selected readings, and occasional field trips.

## ART 203-204. Painting

(4)

In this second-year course the student continues the various approaches to drawing and design initiated in her first-year program with emphasis on work in oil and water color painting. The ideal of the course is that each student may have the opportunity of developing her personal means of expression. Subject matter and media vary according to individual needs. Lectures accompanied by slides and films and discussions center about current trends in painting. Outside sketching assignments are necessary. Prerequisite: ART 105-106.

## ART 205-206. Figure Drawing

(4)

The various approaches to figure drawing, as seen in the first year, are continued, with emphasis placed on more sustained studies in watercolor, tempera, crayons, and pastels. The problems considered include color, light and shadow, proportion, and individual interpretation, which contribute to the mood of the study. Group poses are used and the figure is considered in relation to its environment and to the mechanics of composition.

#### **ART 213-214. Interior Design**

**(8)**

The course consists of lectures and studio work giving the student technical experience in the theories and practices of residential and commercial interior designing. Emphasis, through plans, renderings, and scale models is placed upon the visual presentation of imaginative ideas and solutions to the designing problems of function, material selection, style and cost.

#### **ART 215-216. Fashion Illustration**

**(8)**

The emphasis of this course is placed on the drawing of the human figure as applied to fashion. Lectures introduce rendering techniques, layout work, lettering, reproduction processes, in preparation for the creation of complete fashion layouts. The student is taught to analyze current drawing and illustration trends, and well-known fashion illustrators' and designers' works, thus keeping in touch with the very pulse of fashion.

The second semester features the continued development of figure drawing, rendering techniques, and layout planning in a more professional stylized and individual manner. The preparing and assembling of a portfolio is reserved as a final project.

#### **ART 217-218. Advertising Design**

**(8)**

An accelerated course in definitive problems that adhere to the limitations of commercial design. Knowledge and practical application of production requirements, printing, media (newspapers, magazines, direct-mail), typography and layout from the visual to the finished art. Creative ideas and technique experiment are developed for a field that requires style and originality. Field trips to printing concerns and agencies may be arranged.

### **CHILD STUDY**

#### **CHILD STUDY 101-102. Child Development**

**(6)**

This course deals with the growth and development of children from conception through adolescence (with emphasis on infancy and the pre-school years) as observable from the child's daily life and activities. Class discussions concern characteristic behavior as related to the growth sequence; the influences of adult guidance; and the health, welfare, and social environment of young children. Corequisite or prerequisite: Science 101-102, or 103-104.

**CHILD STUDY 201-202. Orientation in Early  
Childhood Education**

(8)

This course is a survey of the field of early childhood education. Discussions cover the essentials of good education for young children; methods by which the modern nursery school and kindergarten seek to meet the physical, social, emotional, and intellectual needs of young children; qualifications for teachers of young children; and career opportunities in the field. Three hours per week at the Lasell Child Study Center provide opportunity for practical experience in the observation of childhood development and behavior. Prerequisite: Child Study 101-102.

**CHILD STUDY 203-204. Art for Childhood Education**

(6)

This course for Child Study students is planned to meet their future needs in teaching young children. Art, as an important means through which the child develops, is presented in a series of problems in which the student experiments with a variety of materials which aid her in developing the necessary ability to present art experiences to children. The student gains an understanding of the child's approach to art, a knowledge of the kinds of art which encourage creativity, and an appreciation of the standards used in judging child art. Readings in the field of art education and lectures accompanied by slides are included.

**MUSIC 105-106. Basic Music for Child Study Majors**

(4 or 6)

For a description of this course, see under Music.

**\*PSYCHOLOGY 204. Child Psychology**

(3)

For a description of this course, see under Psychology.

**CHILD STUDY 207-208. Children's Literature**

(4)

This course is devoted to a study of the classics in the literature for children up to and including the work of the best contemporary writers in the field. Students practice story-telling to children's groups in the third quarter of the course, and write stories of their own in the last quarter. Field trips are included. Prerequisite: Speech 105-106.

## **DRAMATICS**

**DRAMATICS 101-102. Fundamentals of Play Production**

(4)

This course provides a foundation in the techniques of staging through active participation in the choosing of plays, preparation of sets and

properties, acting, costuming, make-up, lighting, publicity, and house management for the major college productions of the year. Observation and discussion lead to appreciation of the current trends and problems in the world of the theatre. Members of the class automatically become members of the Lasell Workshop Players.

## ENGLISH

### \*ENGLISH 101-102. Freshman English

(6)

The first semester of this course is devoted to the development of efficient skills in reading subject matter of graded complexity and in writing simple, clear, and effective English prose. An anthology of thought-provoking essays and a weekly theme are the principal tools of the course. Use of the library and the writing of the research paper are also covered, and in general every effort is made to help each student establish for herself the highest possible standards of literacy and technical correctness.

In the second semester the emphasis of the course is modified to include the study of four literary types—poetry, plays, short stories, and the novel—the reading and discussion of which serve as the point of departure for the written exercises assigned in this half of the year.

During both semesters, however, individual instruction outside scheduled class hours, and remedial work in small groups under the direction of the instructor, form an integral part of the content of the course.

### \*ENGLISH 201-202. English Literature

(6)

This course is organized around the proposition that the literature of England constitutes the chief artistic inheritance of all English-speaking people everywhere and that a knowledge of this literature is an indispensable part of every American's culture. The first semester surveys the major figures of English literary history from Chaucer, Spenser, Shakespeare, and Milton through the first half of the Eighteenth Century. The second semester spans the period from Dr. Johnson to T. S. Eliot.

### \*ENGLISH 205-206. American Literature

(6)

A survey of the history of literary thought in America from Colonial times to the present, with emphasis on those writers whose intrinsic merit will lead the student to a deeper appreciation of reading. The course stresses such representative writers as Edwards, Bryant, Hawthorne, Poe, Melville, Emerson, Thoreau, Whitman, Mark Twain, Henry James, Dreiser,

Hemingway, and Frost. Advantage is taken of Lasell's location near the literary landmarks of greater Boston to add interest to the course.

**\*ENGLISH 209. World Literature**

**(3)**

A survey of the literary masterpieces of the world (English and American works excepted) in translation. The emphasis throughout the course is not only upon the content and form of the individual work, but also upon its relationship to the cultural background of the period in which it was written. Such representative writers as Homer, Sophocles, Plato, Horace, Vergil, and Dante are included.

**\*ENGLISH 210. World Literature**

**(3)**

This course is a continuation of English 209, with special emphasis upon the works of Molière, Voltaire, Goethe, Ibsen, Flaubert, Dostoevsky and Tolstoy.

**\*ENGLISH 212. The Bible as Literature**

**(3)**

A study of the literary history of the Bible. To this end, an investigation is made of the formative influences and materials, including the manuscript sources and versions. The various types of literature included in the Old and New Testaments are analyzed and described, and then illustrated by extensive reading assignments. The point of view maintained throughout the course is that a first-hand knowledge of the Bible as one of the world's great literary masterpieces is indispensable to a cultural education.

**\*ENGLISH 215; 216. The English Novel**

**(6)**

Although this course will survey the entire history of the novel in English from its Elizabethan origins onward, the principal emphasis will remain focused on the great figures in English fiction of the Nineteenth and Twentieth Centuries. Reading for the first semester will range from Fielding through Thomas Hardy, while the second semester will bring the study down to include the most significant novelists of our own day.

**\*ENGLISH 217-218. Contemporary Literature**

**(6)**

A chronological survey of the major literary contributions of the Twentieth Century with special emphasis on poetry and the short novel. Principal figures studied will be Yeats, Joyce, Unamuno, Eliot, Woolf, Gide, Mann, Frost, Thomas, Camus, and Moravia. An understanding of critical judgment and a sense of contemporary literary values will be developed through class discussion of major thought patterns of the century, analysis of literary techniques, and individually assigned readings related to the student's interests. Open only to seniors.



## FRENCH

### \*FRENCH 101-102. Elementary French

(8)

First-year college French. The course introduces the student to the fundamentals of French grammar and reading, with special emphasis on pronunciation. Particular attention is given to conversation concerning French daily life and cultural background.

### \*FRENCH 103-104. Intermediate French

(8)

This course is open to students offering two units of high school or one year of college French. It includes grammar review, reading, conversation, composition and vocabulary building. One of the chief purposes of the course is to familiarize the student more fully with colloquial French and to enhance her fluency in daily conversation.

### \*FRENCH 201-202. Advanced French

(6)

Students offering three units of high school French or French 103-104 are eligible to take this course. Advanced French grammar and free composition are studied, with special attention to conversation and the use of idiomatic expressions. Reading texts are chosen from the best modern French literature. Language records and the tape recorder help the student gain fluency.

### \*FRENCH 225-226. Survey of French Literature

(6)

The reading and class discussion of representative works by the most significant writers in French literary history constitute the basis of this survey. In general, the first semester is devoted to the literature of the Middle Ages, the Renaissance, and the Seventeenth Century; the second semester to the Eighteenth, Nineteenth and Twentieth Centuries. Four units of high school French or French 201-202 are prerequisite.

## HOME ECONOMICS

### HOME ECONOMICS 101-102. Fundamentals of Clothing

(6)

Through the construction of cotton, wool, and rayon garments, the student learns the use and care of the sewing machine; the fundamental construction processes; the selection, use and alteration of commercial patterns; and the fitting of garments. Instruction in hand sewing, both plain and decorative, and the care and repair of clothing are also included. Individuality in

color, line and design of the garments made is emphasized. This full year of clothing study is open as an elective for freshmen and seniors for September registration.

**HOME ECONOMICS 121-122. Foods**

(6)

A study of the principles of food preparation in relation to meal planning. Consideration is given to problems involved in the purchase of food and the planning, preparation and serving of meals. In lectures, special emphasis is placed on nutritional values and on organization and management of time, money and energy in relation to meal planning. Corequisite: Science 111-112 or Science 113-114.

**HOME ECONOMICS 201. Advanced Clothing**

(3)

This course consists of a concentrated study of commercial patterns, including French and original designs, and some experience in pattern drafting. Work on silk and wool garments with special emphasis on tailoring is included, as well as advanced study of construction and line in which each student is encouraged to develop individuality in dress. A special study is made of the underlying principles of selecting and constructing suitable clothing for children. Prerequisites: Home Economics 101-102, except by permission of the instructor.

**HOME ECONOMICS 202. Draping and Pattern Drafting**

(3)

The basic principles of designing are taught in this course by draping in muslin directly on the dress form. Elementary techniques of pattern making and practice in drafting a pattern either from the draped garment or from a sketch are also covered. Each student is required to have her own dress form, which may be purchased through the College if desired. Prerequisite: Home Economics 201.

**HOME ECONOMICS 203. Fashion and Personal Design**

(3)

A study of color, line, and the history of costume designed to aid the student in developing an understanding of fashion and its importance to the individual and society. During the first quarter, emphasis is placed on the study of art principles and how they are related to clothing. The second quarter is mainly concerned with the history of costume.

**HOME ECONOMICS 205s. Textiles**

(3)

This course includes the history and development of the textile industry; the study of fibres and the processes of manufacture; the identification and economic use of fabrics; and the selection, care, and hygiene of clothing.

This is a more advanced course for majors in Clothing and Fashion Design in which the student learns to apply the theories of pattern drafting, clothing construction, and personal analysis in a creative way through the use of fashion designing as an art medium. Corequisite: Home Economics 201.

## HOME ECONOMICS 221. Introductory Nutrition

(3)

A study of the fundamentals of nutrition and the scientific use of diet in health and disease. In lectures, special emphasis is placed on the nutritive requirements of the body, menu planning, and diet for special conditions. Prerequisites: Home Economics 121-122 and Science 111-112.

## HOME ECONOMICS 222. Therapeutic Nutrition

(3)

A concentrated study of physical diseases and their causes, treatment, and nutritional requirements forms the basis of this course. Balanced medical dietaries are planned for a variety of specific diseases in order to familiarize the student with all types of required nutritional care. Prerequisite: Home Economics 221.

## HOME ECONOMICS 235s. Management for Effective Living

(2)

A survey course for seniors who are interested in information directly applicable to homemaking. Materials selected for study include housing problems, household and personal finances, budgeting, household buying, and discussion of family relations.

## HOME ECONOMICS 237s. Elective Foods

(2)

A concentrated meal planning and preparation course specifically designed for the future homemaker. Timing plans, methods of cooking, preparation and service of meals, teas, and other forms of refreshment are completely covered. One field trip will be arranged to visit a local market for quality, quantity, and comparative price study. A white coverall apron is required. For freshmen by special permission of the instructor only.

# MATHEMATICS

## **MATHEMATICS 103. Review Mathematics**

A survey of the fundamentals of mathematics particularly designed to fit the needs of freshmen. Emphasis of the course is placed on the development of speed and accuracy in calculation. Not for credit.

## **MATHEMATICS 104. Mathematics for Retailers (2)**

Intended for freshmen in the Retailing curriculum, the course reviews the fundamentals of arithmetic, with emphasis on speed and accuracy. Problems of markup and markdown, methods of figuring inventories, stock turnover, stock-sales ratios, and the computation of profits are also included.

## **\*MATHEMATICS 201. College Algebra (3)**

This course includes permutations, combinations, probability, complex numbers, theory of equations, and also an introduction to analytic geometry and to the calculus. Prerequisite: high school Algebra 2.

## **\*MATHEMATICS 202. Trigonometry (3)**

Definitions and relations of the six trigonometric functions as ratios; proof of fundamental formulas and simple identities derived from them; solution of simple trigonometric equations; derivation of law of sines and law of cosines; theory and use of logarithms; solution of right and oblique triangles and practical applications. Prerequisite: high school Geometry.

# MUSIC

## **\*MUSIC 101-102. Introduction to Instrumental Music (6)**

This course is a study in the enjoyment and appreciation of music from the standpoint of the general listener. The history of music will be covered briefly and certain master works from important periods of musical development will be studied in detail. Particular emphasis will be placed on symphonic form and the orchestra.

One hour a week of this course will be devoted to the teaching of music for children, with emphasis on songs, rhythmic games and instruments. During two further hours a week, the fundamentals of music notation and work at the piano will be taught to enable the student to play simple accompaniments. Students already possessing an adequate background in piano will be excused from these latter two hours by passing an audition in sight reading and piano technique. The second semester's work will include practice drills in sight reading and in harmonizing simple children's songs.

**\*MUSIC 201-202. Introduction to Opera**

(6)

This course, like MUSIC 101-102, is a study in the enjoyment of music from the standpoint of the general listener, with the difference that the emphasis is on music written for the human voice. Operatic works by Monteverdi, Mozart, Rossini, Verdi, Wagner, Bizet, Puccini, and Stravinsky will be studied in detail.

**\*MUSIC 250-251. Elementary Harmony**

Private lessons in elementary harmony are available by special arrangement through the individual student's Academic Adviser.

**MUSIC a. Applied Music**

The study of applied music is available for beginners and for students in all stages of advancement. Lessons in voice, piano and organ, and other instruments may be taken.

**MUSIC b. The Orphean Club**

This Club aims to develop the vocal talent of the College by means of the highest type of ensemble music for women's voice. All students who pass the simple tests given in voice are eligible to become active members of the Club and to continue as such during their connection with the College. Members of the Orphean Club are required to serve in the Choir as occasion demands, and are subject to the rehearsal schedule of that organization. (See Music c.)

**MUSIC c. The College Choir**

The Choir is composed of thirty students who are taken from the Orphean Club. Since this group is changed monthly, each member of Orphean has an opportunity to serve in the Choir at least once each year. The Choir sings for the College chapel services and presents special music for services preceding the Christmas and Easter vacations. Occasionally the Choir accepts invitations to sing away from the campus or to broadcast on the radio.



# NURSING

## NURSING 103-104. Fundamentals of Nursing

(10)

An introductory course designed to provide a foundation for future clinical courses in the Nursing curriculum. The course focuses attention on the development of scientific skills and understandings which are necessary to meet the basic physical and psychological needs of the ill. Also considered are the professional aspects of nursing and the guiding principles involving professional ethics of the nursing profession today. A unit in Pharmacology is concerned with common pharmaceutical terms and symbols, methods of computing dosages of drugs, preparation of solutions, and the principles and techniques of medicine administration.

## NURSING x109. Medical and Surgical Nursing I

(8)

This course involves the principles and practice of comprehensive nursing care in relation to major health problems. Correlation of theory with practice is achieved through assigning students, under close supervision, to care for patients with conditions that have recently been discussed in class. Stress is placed upon the meaning of specific illnesses to the patient, and the challenge to the nurse as a member of the health team. Public health and dietary aspects of nursing are integrated. Particular emphasis in this course is on cardio-vascular-renal conditions.

## NURSING x111. Operating Room Nursing

(4)

This course is conducted in the Operating Room of the Peter Bent Brigham Hospital where the student learns to apply the principles underlying surgical asepsis and techniques used in operative care and the part surgery plays in the total experience of the patient.

## MATHEMATICS 103. Review Mathematics

For a description of this course, see under Mathematics.

## NURSING 201-202. Medical and Surgical Nursing II

(10)

A continuation of Nursing x109 with emphasis on the specialized care of patients with major health problems in order of prevalence.

## NURSING x203. Medical and Surgical Nursing III

(6)

An advanced study of medical and surgical conditions emphasizing comprehensive care to selected patients through clinical experience in the hospital, group conferences, discussions, and special projects. It also includes a unit on disaster nursing.

## **NURSING 207. Therapeutic Foods**

**(1)**

Through laboratory work and the application of nutritional studies of food the student learns the methods of preparation and service in order to tempt the patient and supply him with proper food nutrients. Skills in methods of cookery and handling of food are given special consideration. The planning of appetizing, well balanced and attractive meals for the sick and convalescent is stressed.

## **NURSING x211. History of Nursing**

**(1)**

A study of the evolution of nursing from ancient civilizations to the present time. Its purpose is to develop appreciation of the unique tradition of nursing and of the personalities whose contributions and high standards of leadership have fostered its professional status.

## **NURSING 301. Professional Adjustments**

**(1)**

This course is planned to help the student understand the responsibilities she will be expected to assume as a graduate professional nurse. In addition, discussion of the limitless opportunities available in nursing assists her to select the area in which she may function most effectively.

## **NURSING 303. Senior Nursing Seminars**

**(2)**

Through student discussions and presentations, the major health problems are presented utilizing knowledge, skills, and attitudes acquired through previous basic courses and experiences.

## **NURSING 305. Out-Patient Nursing**

**(4)**

This course is given in the Out-Patient Department of the Peter Bent Brigham Hospital and integrates Public Health nursing principles and health education. This includes theory and experience with the ambulatory patient in the clinic. It is designed to help students better understand what is meant by health education and the part they play as professional people in its interpretation to the public.

## **NURSING 307. Obstetric Nursing**

**(6)**

An affiliation at Boston Lying-in Hospital offers instruction and experience in obstetrical nursing. This program includes the care of mother and baby before, during, and after delivery, with emphasis on the normal processes of pregnancy. Consideration is also given to abnormal conditions that may occur and to all factors pertinent to the well-being of mother, infant and family.

Instruction in the care of the child is given in an affiliation at the Children's Medical Center. The course is divided into four units, one an introduction to pediatric nursing, and three based on the various age groups and the particular health problems associated with each. Each unit includes developmental concepts, the medical and associated nursing care of the basic disease conditions and the related nursing responsibility for health supervision, parent teaching and the maintenance of positive health in cooperation with other workers. The material on personality formation provides a foundation for increased self-understanding and for the individualization of patient care with increased understanding of the parental role.

**NURSING 311. Psychiatric Nursing****(6)**

The Massachusetts Mental Health Center provides an affiliation in psychiatric nursing. During this experience, instruction and practice are planned to give students an understanding of mental health and of the patient's psychological needs. Also included are underlying causes, treatments, and social and legal aspects of psychiatric problems.

**PHYSICAL EDUCATION****PHYSICAL EDUCATION a. Fall Sports**

Most of the fall classes in Physical Education are conducted outdoors, weather permitting, and consist of work in both group and individual sports. These include tennis, on any of the numerous College courts, field hockey, soccer, softball, and archery on the Recreation Field. Two hours per week are required of each student.

**PHYSICAL EDUCATION b. Winter Sports**

Group instruction in body mechanics constitutes the main part of the Physical Education program during the winter months. Volleyball, basketball, and American Red Cross First Aid courses are also offered. A three-day winter sports outing in the White Mountains of New Hampshire is open to all students and has been a traditional part of the Lasell Physical Education program for nearly sixty years.

**PHYSICAL EDUCATION c. Spring Sports**

Spring sports repeat archery, tennis, and softball, with the addition of crew practice on the nearby Charles River. Emphasis on active partici-

pation by the entire student body according to health, need, and capacity is continued.

#### PHYSICAL EDUCATION d. Swimming

A tiled swimming pool is available for use under proper supervision throughout the year. In addition to offering all students an opportunity to swim or to learn to swim, the Lasell pool is also the scene of the Red Cross water safety classes and the swimming tests for all girls trying out for crew.

#### PHYSICAL EDUCATION e. Crew

In crew the Lasell Physical Education department keeps alive an old Charles River tradition which dates well back into the last century. Beginning in April, students who have successfully passed the swimming requirements begin training in their nine-girl war canoes for the final races held at the annual River Day outing scheduled for late in the spring.

#### PHYSICAL EDUCATION f. Modern Dance

In this offering by the Physical Education department the student learns the fundamental techniques of the dance, dance composition, and the use of music in relation to dance. The course includes designing and making costumes and the arrangement of dance programs. The Modern Dance Club is composed of students taking Modern Dance who are interested in presenting dance entertainments before the student body or local civic groups.

#### PHYSICAL EDUCATION g. Games for Children

A one-hour a week course open only to Child Study majors. This course aims to give the student a working knowledge of group games and rhythms suitable for the four-year-old.

### PSYCHOLOGY

#### \*PSYCHOLOGY 201. Introductory Psychology

(3)

In this course the student learns of the interplay of hereditary and environmental factors which produce the individual. The development of motivational patterns and individual differences in mental, sensory, and motor abilities are presented in the setting of everyday life. All the basic psychological principles are included, making the course suited to the needs of the student who will transfer to a psychology major as well as to the student whose academic interest lies in another area. FOR SENIORS ONLY.

This is a basic course in developing understanding of the causes and symptoms of emotional maladjustment. The aim is either the prevention or more effective self-management of personality difficulties. Emphasis is placed upon preparing the student to anticipate and deal with her own problems and to improve her understanding of the behavior of others. Prerequisite: Psychology 201.

**\*PSYCHOLOGY 204. Child Psychology****(3)**

Emphasizing the pre-school years, this course deals with the mental, emotional, and social life of the child in the setting of the family. The exposition is genetic, dealing with parental attitudes prior to the child's birth, the endowment of the newborn, and the impact of familial and social influences as he develops during his first six years. The course has a two-fold purpose: the preparation of the student for parenthood, and the achievement of a basic insight into the child's early years for those who plan to work with children professionally. Prerequisite: Psychology 201.

## **RETAILING**

**RETAILING 101. Salesmanship and Merchandise Information (2)**

For freshmen in the Retailing Department only. The course discusses the principles of salesmanship in terms of personality requirements, merchandise information, and effective selling techniques. The procedures discussed are later put into practice during work assignments.

**RETAILING 102. Store Organization and Management (2)**

The course covers the general organization, operation and management of retail institutions. Problems of store location, layout, and equipment are considered and special attention is given to the present trend toward suburban stores and shopping centers. For freshmen in the Retailing course only.

**RETAILING 105-106. Color, Line and Design (6)**

The understanding and appreciation of fashion from the past to the present is developed through the study of design, line, and color in the first semester's work. The same principles of color, line, and design are adapted to interior design through the study of period furniture during the second



semester. Projects, lectures, and field trips stress the value of art in the Retailing field. Open to Seniors in Retailing only.

#### **RETAILING 201-202. Retail Training**

**(6)**

The course covers merchandising techniques, accounting, credit, and the publicity functions of retailing. Problems of purchasing, pricing and marketing of merchandise, store finance, expense control, stock control, and advertising are considered. Also included are many problems of Personnel Management as they influence current employing, training, and testing of individuals seeking careers in Retailing.

Training and service in leading Boston and New York department stores is a basic part of the course, and all students are employed during the month before Christmas. Close contact with current retailing developments is maintained through lectures given by store experts and by careful analysis of retailing publications and fashion magazines. For Retailing seniors only. Prerequisite: Retailing 101 and 102.

### **SCIENCE**

#### **\*SCIENCE 101-102. Zoology**

**(8)**

A course to give the student an understanding of biological principles as applied to animals and to acquaint the student with representative types of all of the phyla of the animal kingdom. Laboratory work is coordinated with lectures to present the taxonomy, anatomy and physiology of representative animals.

#### **SCIENCE 103-104. Anatomy and Physiology**

**(6)**

A comprehensive study is made of the structures and functions of the human body. Practical knowledge for work with the medical profession is gained from class work and laboratory procedures covering the important systems of the body and their relations to each other.

#### **SCIENCE 111-112. General Chemistry**

**(6)**

A survey course in the study of matter and its transformations in nature and in life processes, with emphasis on the fundamental laws which explain this behavior, to provide an adequate background for the fields of nursing and nutrition. Prerequisite: High school algebra.

An introductory course in theoretical and descriptive inorganic and organic chemistry with emphasis on fundamental principles to develop a chemical knowledge of our world by understanding the basic facts of science. Prerequisite: High school algebra.

**\*SCIENCE 203-204. Advanced Anatomy and Physiology****(8)**

The course provides a detailed study of the structure and function of the human body, with special emphasis on the latest developments in the field of biochemistry and biophysics of the basic tissues. Because the course lends itself to discussions of the essential elements of pathology and medical therapeutics, it is ideally suited to the needs of students in nursing and medical technology. The lectures are supplemented in the laboratory by the dissection of the cat and physiological experiments dealing with nerve, muscle, and cardiovascular tissues. Prerequisite: Science 101-102.

**\*SCIENCE 205. Medical Laboratory Technology****(3)**

In this course the pre-clinical technician is taught the routine procedures commonly employed in the medical laboratory. Procedures covered include urine analysis, hematology (normal and pathological), blood typing, introduction to blood chemistry, demonstration of basal metabolisms, and electrocardiograms. A field trip to a nearby hospital's clinical laboratories is included. Prerequisites: Science 113-114, and 101-102.

**\*SCIENCE 206. Microbiology****(3)**

A study is made, first of the fundamentals of general microbiology, followed by an introduction to immunology, disease and its control, and pathogens. This is correlated with medicine, industry, food and sanitation. The laboratory work includes basic training such as preparing media, smears, staining, culture methods, followed by use of disinfectants, antibiotic sensitivity tests, pathological smears, milk counts, etc. Special emphasis is placed on varied culture methods and identifying unknowns for the technician group and for the nurses, exercises to test the effectiveness and bacterial control of everyday hospital procedures. Suitable field trips are included. Prerequisite: Science 113-114.

**SCIENCE 207-208. Laboratory Techniques for the Medical Secretary****(6)**

Clinical application and interpretation of results are correlated with laboratory techniques suitable for the doctor's office. The course includes urine analysis, hematology, blood typing, introduction to blood chemistry, simple microbiology techniques, patient care, demonstrations of basal

metabolisms and electrocardiograms. A field trip to the clinical laboratories in a nearby hospital is included. Prerequisites: Science 103-104 and 111-112.

**\*SCIENCE 221. Organic Chemistry (4)**

This one-semester course in Organic Chemistry deals with the fundamental concepts by emphasizing functional groups. Practice in the application of the text material will be gained in the laboratory. The development proceeds from valence and structure through the study of optional isomers and mechanisms of organic reactions. Prerequisite: Science 113-114.

**\*SCIENCE 222. Quantitative Analysis (4)**

The study of fundamental volumetric and gravimetric analytical procedures which illustrate the basic theory of quantitative analysis. This course is to acquaint students with the importance, problems, limitations, and techniques of quantitative work. Prerequisite: Science 113-114.

**\*SCIENCE 223. Qualitative Analysis (4)**

This course includes anion and cation analyses with emphasis on techniques and fundamental concepts such as composition of solutions, ionic and chemical equilibria, solubility products, oxidation and reduction, and chemical principles which find application in the qualitative identification of groups, subgroups, and ions. Prerequisite: Science 113-114.

**\*SCIENCE 224. Biochemistry (4)**

This course deals with the chemical composition and reactions of all life processes, digestion, metabolism, and excretion, including the function and effects of vitamins, hormones and enzymes. It also includes chemical transformations in plants for the production of food for man as well as pathological aspects involving the use of antiseptics, germicides, anesthetics, antibiotics, and antihistamines and alkaloids. Prerequisite: Science 113-114

## **SECRETARIAL STUDIES**

**SECRETARIAL 101-102. Elementary Shorthand (8)**

This course is based on a mastery of the principles of Gregg shorthand. Constant practice in theory, reading, dictation, and transcription enables the student to attain a dictation speed of eighty words per minute.

**SECRETARIAL 103-104. Intermediate Shorthand****(8)**

It is the purpose of this course to enable students to review complete shorthand theory and to increase their dictation speed. Although eighty words per minute is the minimum requirement for course credit, the aim is to develop a speed of one hundred words per minute. The course is recommended for incoming students who have had some shorthand background but who are not eligible to take Secretarial 201-202.

**SECRETARIAL 109-110. General Typewriting****(4)**

This course is offered to students who are interested in typewriting for personal use. Students are given a thorough training in correct touch-typewriting techniques and are expected to attain a speed of at least thirty words per minute, net. Instruction is given in letter styles, arrangement of manuscripts and reports, tabulation, and rough drafts.

**SECRETARIAL 111-112. Elementary Typewriting****(6)**

The aim of this course is to give the student a thorough training in touch-typewriting so as to attain a speed of between thirty-five and forty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Instruction is given in letter styles, rough draft, tabulation, arrangement of manuscript work, and legal papers. Emphasis is placed on the attainment of accuracy through constant drill.

**SECRETARIAL 113-114. Intermediate Typewriting****(4)**

This course gives a thorough review of typing fundamentals for students who have had one year or more of typing in high school, but who are not prepared for Secretarial 211-212. Instruction and practice are given in letter writing, manuscript writing, tabulations, legal work, and business forms. Students are expected to attain a typing speed of at least forty to forty-five words per minute, net, during a ten-minute supervised writing. Accuracy is stressed at all times. Prerequisite: Secretarial 111-112 or its equivalent.

**SECRETARIAL 121s. Business Arithmetic****(3)**

Practice is first given in the fundamentals of arithmetic. Upon successful completion of this part of the course, work is given in percentage, retail and cash discounts, profit and loss, business commissions and brokerage, interest and bank discount, domestic and foreign exchange, stocks and bonds, and property taxes and insurance.



This course gives the student a working knowledge of everyday law as it applies to business and personal needs. The subjects included are contracts, insurance, negotiable instruments, bailments, and social legislation relative to the law of employment.

**SECRETARIAL 201-202. Advanced Shorthand**

(8)

The advanced course in Gregg shorthand presupposes a complete mastery of shorthand theory and dictation ability of eighty words per minute. Constant dictation and transcription build speed to one hundred twenty words per minute. Special emphasis is placed on English grammar, spelling, and vocabulary as they affect secretarial work. Prerequisites: Secretarial 101-102 or 103-104, or a minimum of two years of high school shorthand and dictation speed of eighty words per minute for five minutes.

**SECRETARIAL 204. Shorthand Dictation**

(1)

Open only to students who have successfully completed the requirements of Secretarial 201-202. The course is designed to maintain and further develop skill in dictation and transcription. A dictation speed of more than one hundred twenty words per minute is the goal.

**SECRETARIAL 205-206. Intermediate Medical Shorthand**

(8)

On a reduced-speed level, this course covers the same material as outlined in Secretarial 207-208. It is designed to enable students interested in medical secretarial careers to accept positions where the dictation speed requirements are not the main point of emphasis. The requirement for course credit is eighty words per minute. Prerequisites: Secretarial 101-102, Science 103-104.

**SECRETARIAL 207-208. Advanced Medical Shorthand**

(8)

The purpose of this course is to train the student thoroughly in advanced shorthand principles, development of shorthand writing skill, and transcription of dictated notes. This is combined with the study of medical shorthand principles and terminology, dictation and transcription of case histories, medical reports covering varied branches of medicine, such as X-ray findings and autopsies. Prerequisites: Secretarial 101-102 or 103-104 and Science 103-104. Open to seniors only.

**SECRETARIAL 211-212. Advanced Typewriting**

(4)

Through continued practice, the course aims at developing employable typewriting speed with a high degree of accuracy. Instruction is given in



the arrangement of business correspondence, manuscripts, statistical data, editing, and legal documents. The minimum requirement for credit is fifty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Prerequisite: Secretarial 111-112, 113-114, or equivalent.

**SECRETARIAL 214. Office Practice Typewriting (1)**

The purpose of this course is to give students who have completed Secretarial 211-212 an opportunity to maintain and further develop their typing skill. A goal of at least sixty words per minute, net, with a maximum of five errors on a ten-minute timed writing is set. All work covered in Secretarial 211-212 is reviewed, and drill is stressed to improve speed and accuracy. Emphasis is placed upon Ediphone transcription and production of all types of business forms.

**SECRETARIAL 223-224. Accounting (6)**

A basic course designed to give an understanding of the principles and procedures used in modern business, and to develop the ability of the student to comprehend the functions of the many phases of business activity. The subjects treated are: principles of double entry in various kinds of records, theories of debit and credit, financial statement structure and content, labor-saving devices used in accounting records, and accounting for the individual owner and for professional men and women. Prerequisite: Secretarial 121s.

**SECRETARIAL 226. Professional Bookkeeping (3)**

This is a course designed to give the medical secretary an understanding of the theory of double-entry bookkeeping as it applies to records for professional people. The accounting cycle is developed on a cash approach for classes of income derived from services rendered. Special emphasis is given to proper recording of personal investments in real estate and stocks and bonds.

**SECRETARIAL 228. Mercantile Bookkeeping (3)**

This course provides an opportunity for the non-secretarial student to have training in the principles and practices of business methods. The principles of modern record keeping and accounting theory are presented and the adaptations of these fundamentals to various business and professional situations are worked out.

**SECRETARIAL 231-232. Secretarial Training (4)**

This course, designed as a complete office-methods survey, covers English fundamentals and usage, personality, and office etiquette. Theory and

practice are given in the various systems of indexing and filing. The course also includes secretarial duties, such as planning itineraries, scheduling appointments, telephoning, interviewing office visitors, writing different types of business letters, and preparing business papers. It takes up telegrams and cables, banking practice, reference books, legal work, and the technique of finding a position, and includes an introduction to the various office machines. Prerequisite: Secretarial 111-112.

**SECRETARIAL 233. Medical Secretarial Practice (3)**

This course introduces the student to the qualifications required for medical secretarial work. Medical terminology, ethics, telephone technique, case histories, filing, and machine transcription are stressed. Special emphasis is placed on a review of English grammar, letter writing, patients' records, and all routine office procedures required in a medical secretarial position. For Medical Secretarial seniors only.

**SECRETARIAL 237s. Business Workshop (1)**

This course is required of all second-year students enrolled in the Secretarial curriculum. With special permission of the instructor, seniors enrolled in typewriting courses may elect the course. The Workshop provides an acquaintance with various dictation machines, calculators, duplicating machines, and electric typewriters.

## **SOCIAL STUDIES**

**\*SOCIAL STUDIES 101. History of Civilization to 1500 (3)**

This is a survey of the history of the western world. It is designed to create interest in the social and cultural achievements of the great civilizations from those of the ancient Near East to that of medieval Europe.

**\*SOCIAL STUDIES 102. History of Civilization: 1500 to 1900 (3)**

This is a continuation of Social Studies 101, and covers the history of western civilization from the Middle Ages through the Nineteenth Century. It points up developments which have shaped the life of today. Prerequisite: Social Studies 101 or special permission of the instructor.

**SOCIAL STUDIES 106. Contemporary Affairs (2)**

This course studies current national and international news in relation to major events of the recent past and to the chief geographical regions of

rivalry. The expression and discussion of student opinions are encouraged.

**\*SOCIAL STUDIES 111. Sociology (3)**

The aim of the course is to give the student as broad an understanding as possible of the body of knowledge of sociology. Emphasis is placed on the origins of social behavior, the social development of the personality, group interrelationships as they relate to social organization, and the major social institutions.

**\*SOCIAL STUDIES 112. Social Problems (3)**

The purpose of the course is to acquaint the student with the disorganization that occurs when social forces produce major changes in the established patterns of behavior and institutions of a society. Major current problems are chosen from contemporary United States society, and include mental health, juvenile delinquency, and modern family disorganization. Prerequisite: Social Studies 111.

**\*SOCIAL STUDIES 201. American History: to 1860 (3)**

The aim of this course is to help the student gain a deeper appreciation of the United States and its position in the present world. The main political, economic, and social trends are considered as they have developed from the first explorations to about 1860.

**\*SOCIAL STUDIES 202. American History: 1860 to the present (3)**

This is a continuation of Social Studies 201, and analyzes the growth and problems of the United States from about 1860 to the present day.

**\*SOCIAL STUDIES 205. History of Early Russia (3)**

This course traces the Russian pageant from earliest times through the reign of Alexander II. Political, social, and economic developments are studied; however, the social problems will be emphasized. The object of the course is to give the student a better understanding of Russia today. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 206. History of Modern Russia (3)**

History of modern Russia will commence with a brief survey of Nineteenth-century Russia. The broad background for the Revolution will be carefully considered. Particular emphasis will be given to Communism as practiced by Russia today. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 206. English History (3)**

This course studies English history chiefly from the Seventeenth Century to the present. It follows the main changes in English society and stresses the influence of England upon the modern world. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 207; 208. Modern History (6)**

A political and cultural study of Europe showing how it became "modern," from Voltaire and Louis XVI to the present. Current events are frequently related to their historical background. The first semester covers the period from the age of Voltaire to near the end of the Nineteenth Century; the second semester, from the colonial expansion of the 1880's to the present day.

**\*SOCIAL STUDIES 221s. Introduction to Philosophy (3)**

The purpose of the course is to introduce the student to the basic problems of philosophy, such as the sources of knowledge, the relationship between mind and body, freedom as opposed to determinism, and the nature of values. For seniors only.

**\*SOCIAL STUDIES 223s. Great Religions (3)**

A study of the great religions of the ancient and the modern world, their fundamental differences and similarities. Emphasis is upon an understanding of the basic concepts of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

**\*SOCIAL STUDIES 230-231. Principles of Economics (6)**

This course gives the student an introduction to the fundamentals of the American economic system. Topics considered include money and banking, labor organization, forms of business organization, monopoly, price determination, investments, and international trade. Reference is made to current economic issues.

## **SPANISH**

**\*SPANISH 101-102. Elementary Spanish (8)**

First year college Spanish. The course includes the essentials of Spanish grammar, but with the emphasis on teaching the student to understand

the language when spoken and to express herself in simple Spanish. Drill in reading aloud and singing folk songs develops good habits of pronunciation.

**\*SPANISH 103-104. Intermediate Spanish (8)**

The aim of this course is to increase both general knowledge of Spanish fundamentals and skill in using and understanding the spoken language. Grammar is thoroughly reviewed and a number of texts by recognized Spanish authors are read. Prerequisites: two years of high school Spanish or one year of college Spanish.

**SPANISH 105-106. Intermediate Spanish (Commercial) (8)**

A course in Spanish geared to the needs of the business student. Emphasis is on business phrases and the language of commerce rather than on literature. There is a review of grammar and drill in both oral and written Spanish. Prerequisites: two years of high school Spanish or one year of college Spanish. For Secretarial majors only.

**\*SPANISH 201-203. Advanced Spanish (6)**

This course gives the student opportunity to gain fluency of expression in spoken Spanish as well as in written composition. A number of outstanding literary works are read, including *La Vida es Sueno*, *Don Quijote*, etc. Written and oral reports are required. Prerequisite: three years of high school Spanish or two years of college Spanish.

**SPANISH 205-206. Advanced Spanish (Commercial) (6)**

This is a continuation of Spanish 105-106. The emphasis of the course is on commercial vocabulary and phrasing, with special drill in the writing and translation of business letters.

**\*SPANISH 211-212. A Survey of Spanish Literature (6)**

The first semester of this course is devoted to a study of representative works by the principal literary figures of the Golden Age of Spanish literature, including Lope de Vega, Cervantes, Tirso de Molina, Calderon, and others. The second semester covers some of the major figures of the Nineteenth Century, such as Perez Galdos, Echegaray, Benavente, and Zorrilla. Written and oral reports are required. Prerequisite: Spanish 201-202 or equivalent.

**\*SPANISH 215-216. A Survey of Spanish-American Literature (6)**

This course involves the reading and discussion of the principal masterpieces in Spanish produced in the New World. Examples studied range



from Colonial times down to the present day. Written and oral reports are required. Prerequisite: Spanish 201-202 or equivalent.

## **SPEECH**

\*SPEECH 105-106. Speech

(4)

The purpose of this course is to train the student to address effectively both formal and informal gatherings. Classroom exercises are designed to help overcome nervous mannerisms and manifestations of self-consciousness, and to teach the logical organization of material and the art of presenting a talk clearly and interestingly. Special attention is given to the needs of those entering the field of business.

## GENERAL INFORMATION

**STUDENT COUNSELING** Counseling at Lasell aims to further the physical, mental, and moral development of the student. The kind and amount of work to be undertaken is carefully adjusted to the individual's capacity in order that she may function with maximum effectiveness. Upon arrival each freshman is assigned to a trained adviser whom she retains for the duration of her connection with Lasell. In addition, the student is encouraged to consult her individual instructors, the resident head in charge of her dormitory, or the Dean of Women concerning any problems which may arise, either academic or personal. Parents are invited to give to any of these counselors such confidential information as may aid in understanding and promoting the welfare of their daughters.

**ORIENTATION** A one-credit-hour Orientation Course is required of all first-year students. The program begins with a series of tests given to all freshmen near the beginning of the college year. The results of these tests are interpreted to each student in individual conferences at a later date. Supplementary tests are available during the year as the need arises.

Course work in Orientation lasts through the first semester and consists of one or more lectures a week on topics of vital interest to college students. The principles of College Government and the wise use of extracurricular activities at Lasell are explained early in the year, and each student is also examined on the contents of the Lasell *Blue Book*, a compilation of official regulations and general information regarding campus life. Lectures on study habits, mental hygiene, social adjustments, religion, reading methods, vocational opportunities, preparation for marriage, and other topics are given by authorities in these fields.

**RELIGIOUS ACTIVITIES** Believing that the development of a sense of reverence is fundamental in the formation of the well-rounded life, the College—which is inter-denominational but Protestant in tradition—holds chapel services throughout the year and formal vesper services the Sunday evenings prior to Christmas and Easter vacations at which attendance is required. Distinguished ministers and laymen from the Boston area act as guest chaplains. Churches of various denominations are in proximity to the campus and students are encouraged to attend services with the congregation of their choice.

**THE LIBRARY** Located on the ground floor of Bragdon Hall, the College Library is a bright, sunny room popular for study, reading, and browsing. The Library is comprehensive and houses 15,000 volumes, planned to supplement class work and provide resources for additional study. Trained librarians are available for help and guidance.

Many subscriptions to newspapers and periodicals, which keep the Library supplied with current material, are made more valuable through the use of periodical indexes. There is a basic reference collection which is kept up-to-date with constant addition of new materials.

Although the emphasis of the Library is of necessity on material which will supplement the courses offered at Lasell and provide for additional

study in those fields, the value of a balanced recreational program for the students is not overlooked. They are encouraged to use the Library and its resources for pleasure as well as for study and research.

**GRADES** A permanent record of scholarship is kept for reference, and quarterly reports are sent to parents. The grading system employed is as follows: A, superior; B, good; C, average; D, passing; E, conditional failure; F, failure; INC., incomplete. S, satisfactory, and U, unsatisfactory, are used for Orientation and Physical Education grades only. Although the passing grade is D, a C average is required for graduation. Marks for the first and third quarters are tentative, and academic rank is based on the grades for an entire semester. Rank in class, class promotion, graduation, and honors are all calculated on the basis of "grade quotients." The grade of A is assigned a value of 4; B, 3; C, 2; D, 1, and F, 0. A student's average is computed by multiplying the number of semester hours of credit by the appropriate numerical grade value and then dividing the sum of these products by the total number of semester hours of credit carried.

**COLLEGE GOVERNMENT** Since students generally wish to assume collectively a share in the responsibility for their conduct in college, and since educators are agreed that such responsibility makes for the development and growth of the individual student, the President and faculty of Lasell have given authority to the Lasell College Government Association to exercise the various powers that have been committed to it for the maintenance of high standards in the community life of the campus. The reputation of Lasell is to a large measure dependent on the conduct of Lasell students. While under the jurisdiction of the College, therefore, a student is expected to observe the social regulations of the institution, whether she is actually on campus or not. The College Government Association holds itself responsible for the correction of any conduct on the part of a Lasell student which might endanger the reputation of the College.

**EXTRA CURRICULA LIFE AND TRIPS** Entertainments, teas, class parties, dances, and receptions make their contribution to the social life of the College. Other events include a Father-Daughter Weekend, dramatic productions, assembly programs, and visits by guest artists and lecturers. In addition to the White Mountain Trip, an annual midwinter event for sixty years, a trip to Bermuda is sponsored during spring vacation.

**PLACEMENT** An effective Placement Office is maintained for the convenience of both Lasell students and graduates. Students may register with the Office during the college year either for part-time work, for full-time summer jobs, or for permanent positions to become effective after graduation. In addition to its regular business and professional contacts, the Placement Office sponsors a series of speakers who address groups of interested students on the training requirements and employment possibilities

of various specialized areas of employment. The Office also provides members of the senior class with numerous opportunities to be interviewed by representatives of some of the larger business and professional organizations in the Boston area. The services of the Office are always available to Lasell graduates, and alumnae are encouraged to keep in touch with the Placement Director.

**PUBLICATIONS AND PUBLICITY** The *Lasell News* is the bi-weekly college newspaper written and edited by students. Places on the *News* staff are open to all students who can meet the academic and literary requirements, or whose backgrounds or experience show some special aptitude for newspaper work. The student staff gains valuable experience in meeting the problems of professional journalism on the campus level.

The *Lamp* is the college yearbook published by the senior class. Although it contains the traditional information and photographs of the graduating class, emphasis in the *Lamp* tends to be more on recording pictorially the history of a year at Lasell as an annual souvenir for the entire student body. Editorial and business operations of the publication are in the hands of students under the supervision of a faculty adviser.

The *Lasell Leaves* is a quarterly magazine published by Lasell Alumnae, Inc. The Commencement issue of each year is sent to all living graduates of the Institution. The other three issues are distributed to regular contributors to the Alumnae Fund. This prize-winning periodical, which constitutes a valuable and well-edited record of the activities of Lasell students, faculty and graduates, has twice been recognized for excellence by the American Alumni Council.

The academic achievements and extracurricular distinctions of Lasell students are regularly and systematically reported to their hometown newspapers by the College Public Relations Office.

**OTHER ORGANIZATIONS** In addition to the Orphean Club and the College Choir, whose functions have already been described under the course offerings in the Music Department, there are a number of other organizations on the campus that play an active role in furthering students' special interests and in offering opportunities for effective group experience.

The Workshop Players sponsor the two major dramatics productions offered each year. Students in the Play Production classes automatically become members of the group. Other students are admitted upon the completion of ten hours of work in the club's activities, including acting, painting scenery, making posters, working backstage, or ushering. New members are received by the group at the monthly meetings. The Workshop Players also provide entertainments for local civic and service organizations, as well as offering a group of student-acted and student-directed one-act plays in arena production each spring as the part of the club's activities known as the Stockingfoot Theatre.



The Athletic Association promotes interest and participation in a broad program of sports and other recreational activities in cooperation with the Department of Physical Education, and coordinates the intramural athletic program. The Lasell Campus and Community Club makes possible a variety of volunteer services which are to the advantage of both the College and the community.

*Le Cercle Francais* is open to all students of French. Club meetings are organized around a variety of programs intended to acquaint members with the special qualities of life in France. Advanced students of Spanish are eligible for membership in the Spanish Club, where, in addition to a study of current affairs in Spain and the Latin-American countries, opportunities are afforded members for practice in conversational Spanish. The Science Club keeps its members posted on recent advances in technology of interest to Lasell science students.

**STUDENT HEALTH CENTER** The Student Health Center exists for the purpose of bringing students to realize the importance of conserving and improving their health.

The College maintains Keever House, a 12-bed Infirmary which is under the direction of the college physician, with a registered nurse in attendance at all times. The Newton-Wellesley Hospital, one of the finest in New England, may be reached in five minutes where a consulting staff of surgeons and specialists is available to the college physician in cases of serious illness.

The applicant's file must include the findings of a medical examination as performed by the family physician and recorded on the forms provided by the College. This report must include information concerning any current medications or treatments, or any chronic conditions such as allergies. The Health Center will cooperate with physicians and students in continuing necessary treatments and prescriptions.

The Health Center maintains a health record of each student throughout her college career, including the family physician's physical examination and complete records of observations and treatment by the college physician.

The student is held responsible for reporting any illness, and may not remain in her room while ill except by permission of the nurse or physician and then only in case of minor non-contagious ailments.

Any student wishing to receive medical or dental treatment or consultation outside the Health Center, must first consult the resident nurse and secure her full approval before such treatment is received. A subsequent report should be made to the college physician.

**ROOMS** Two students usually occupy a room, although a few single rooms and a few large rooms occupied by three students are also available.

Freshman rooms and roommates are assigned the first week in September. New students are asked to keep the room and roommate assigned for a few weeks, even though the arrangement may not be fully satisfactory. After a little time, when acquaintances have been made, changes, within reason, will be authorized.



## REGULATIONS

**ADMISSION** No student is admitted for less than an entire college year or such portion as remains after her entrance. A fee of five dollars is charged for late registration.

**WITHDRAWAL** Whenever the faculty is convinced that a student is not fulfilling the purpose of her residence, and that her presence, on account of conduct or for any other sufficient reason, is detrimental to the College, the President reserves the right to request her withdrawal, even though no formal rule has been broken. Neither Lasell Junior College nor any of its officers is liable for such an exclusion. In the case of dismissal, or voluntary withdrawal, the parent or guardian agrees that no part of the fee or tuition for the college year shall be refunded or remitted, and any unpaid balance on account of such fees shall become immediately due and payable.

**ALLOWANCES** If a student is to have an allowance, it is suggested that it be deposited in a checking account in one of the local banks. It is felt that in those cases where the student is to handle her own funds, maturity of judgment is encouraged by familiarity with normal banking methods. The college Bursar is always available for individual financial counsel whenever necessary.

Students are urged not to bring valuable articles such as jewelry or expensive watches. If lost, the College cannot assume responsibility for any item of personal effects.

Each student will be charged for damage done by her to college property.

**AUTOMOBILES** Resident students are not allowed to have automobiles. Day students are to use their automobiles for commuting purposes only and are to register them with the College and be assigned a parking area for use throughout the year. Automobiles are not to be used for traveling between classes or for other movement around the campus.

## SCHOLARSHIPS

Scholarships and loan funds are available for a limited number of deserving students. The income from the following funds is under the direction of the Committee on Scholarship Aid:

The Henry Morton Dunham Fund . . . . .	\$10,000
Given by the will of Mr. Henry M. Dunham, organist, conductor, and composer, who, as instructor and later chairman, was associated with the Department of Music from 1897 to 1928. Income to be used for students in organ.	
The Russell B. Stearns Scholarship Fund . . . . .	\$5,000
The Jeremiah Clark Scholarship Fund . . . . .	\$650
The Bird Scholarship Fund . . . . .	\$4,300
Given by the will of Miss Charlotte A. K. Bancroft of the Class of 1857.	
The Angeline C. Blaisdell Scholarship Fund . . . . .	\$6,300
Given by the will of Miss Angeline C. Blaisdell of the Class of 1867, for many years a teacher and member of the administrative staff of Lasell.	
The Hannah Proctor Bonner Scholarship Fund . . . . .	\$6,100
Given in memory of their daughter, Hannah Proctor Bonner of the Class of 1910, by Mr. and Mrs. William L. Proctor of Millbury, Massachusetts.	
The Grace Vicary Pottorf Scholarship Fund. . . . .	\$2,900
Given in memory of her daughter, Grace Vicary Pottorf of the Class of 1907, by Mrs. Charles N. Vicary of Canton, Ohio.	
The Lillie Rose Potter Memorial Fund . . . . .	\$2,050
Given in memory of Lillie Rose Potter, Class of 1880, by alumnae and friends. Miss Potter served as Preceptress and Dean at Lasell from 1902 to 1935 and was Dean Emeritus from 1935 to 1952.	

### Lasell Alumnae Scholarships

Financial assistance offered by Lasell Alumnae, Inc. is based upon high scholastic achievement and is largely reserved for outstanding students who have completed one year of work at Lasell.

There are some opportunities for certain students to earn a part of their expenses by dining-room employment, doing office work, or assisting in the Library. The genuine need for such aid is the most important consideration and a rather searching statement of the financial condition of the family is required before work opportunities are granted. Applications for such aid should be made to the President.

# TRUSTEE SCHOLARSHIPS

A total of \$5,000 in scholarship aid is awarded annually to worthy entering students standing in need of financial assistance. The candidate must complete all details of the regular application procedure; in addition, she must file a scholarship blank which will be supplied by the Office of Admissions on request. To be eligible for consideration, an applicant must be enrolled in an approved high school or preparatory school and rank in the upper quartile of her class; she must also be endorsed as to character and personality by a secondary school official. Awards in the form of tuition reductions are in amounts appropriate to the individual needs of successful candidates.

## EXPENSES

**RESIDENT STUDENTS** The regular annual charge for each resident student is \$2,150. This includes board and room, laboratory fees, an activity fee and tuition in all studies except music. No part of the charge is subject to return, reduction or rebate on account of a student's illness, voluntary withdrawal, dismissal or for any reason whatever. A registration fee of \$25 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition charge. A schedule of the payments for annual charges follows:

- 1. On the filing of the application . . . . . \$25.00  
This fee is non-returnable and non-deductible.
- 2. Within 14 days of acceptance. . . . . \$150.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. \$75 of this amount is credited against charges for the first semester, and the remaining \$75 against similar charges for the second semester. Failure to make such a deposit within the specified time may entail loss of enrollment.
- 3. Before September 10. . . . . \$1,030.00  
One-half the resident tuition, \$1,075, plus the \$20 damage deposit\* and the \$10 health fee, less \$75 of the room deposit.
- 4. Before December 31. . . . . \$1,010.00  
The balance of the tuition, \$1,075, plus the \$10 health fee, less the remaining \$75 of the room deposit.

\*Each resident student is required to deposit \$20 to cover breakeage and other damage beyond ordinary wear and tear for which she may be responsible. This fee will be refunded at the end of the academic year if no damage has been charged.

A health fee of \$10 per semester entitles the resident student to unlimited use of the infirmary and first-aid rooms and consultation with the college physician, when necessary. It also includes infirmary care for those illnesses or accidents which, in the opinion of the college physician, can be treated adequately by the facilities and personnel available at the College. Those cases which, in the opinion of the college physician, require more specialized care or hospitalization beyond that available at the College are not covered by this fee.

**NON-RESIDENT STUDENTS** The tuition for a non-resident (day) student for the college year is \$950, which includes laboratory fees, an activity fee, and tuition in all studies except music. Arrangements may be made for a partial program at special rates. A registration fee of \$25 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition. A schedule of the payments for tuition follows:

1. On the filing of the application . . . . . \$25.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance. . . . . \$50.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10. . . . . \$455.00  
One-half the non-resident tuition, \$475, plus the \$5 health fee,\* less \$25 of the advance deposit.
4. Before December 31. . . . . \$455.00  
The balance of the tuition, \$475, plus the \$5 health fee, less the remaining \$25 of the advance deposit.

\*A health fee of \$5 per semester entitles the non-resident student to unlimited emergency use of the infirmary and first-aid rooms and consultation with the college physician when necessary.

**SETTLEMENTS** Monthly settlements of all statements are required. A late payment charge of 1 per cent per month will be assessed against any account in which an unpaid balance has been outstanding for over thirty days.

Some parents may prefer to pay in equal monthly installments during the academic year. For those desiring the convenience of this method of payment, full particulars may be obtained from the Bursar's Office.

**TUITION REFUND INSURANCE** Since all enrollment contracts are made for the full college year only and fees are not subject to remission or reduction under any circumstances, the College suggests that parents may protect themselves by taking out Tuition Refund Insurance as offered by A. W. G. Dewar, Inc. Such insurance offers a means of recovering losses due to illness, accident, or quarantine on the part of the student. Material describing the benefits and limitations of this insurance is sent to every parent.

**ACCIDENT AND SICKNESS INSURANCE** At the request of many parents, Lasell has made arrangements for an Accident and Sickness Medical Reimbursement Plan. The policy is handled through an insurance company. Experience has shown that this type of insurance has been of great help to parents in time of accident or illness of the student. This insurance is available to any parent on request and on payment of the premium. This insurance supplements and is not intended to replace so-called hospitalization insurance.

**EXTRA EXPENSES**

Lessons in piano, organ, or voice (per year) . . . . . \$125.00

This is for one one-half hour lesson per week, including use of practice room. Longer lessons are available by arrangement.

Late Registration Fee (after Registration hours) . . . . . \$ 5.00

Diplomas, each . . . . . 10.00

Part-time students (per credit hour) . . . . . 35.00

Charge for change of program (after second week of classes) . 5.00

Transportation to and from hospitals for nursing students  
(per semester) . . . . . 48.00

Uniforms for nurses (approximate cost for three years). . . . 110.00

Private tutoring is not encouraged but when found necessary may be obtained by special arrangement. Students taking lessons in piano, organ, or voice are charged for a half year, even if the engaged lessons are dropped before the expiration of this time.

Day students desiring to become residents for less than an entire semester will be charged \$35.00 for room and board, per week. A student remaining through any vacation will be charged \$35.00. (This does not apply to Retailing students during work periods.) No deduction is made for



absence from meals while a student is in residence. No deduction is made for Retail Training students during their training period.

Two certified copies of the record of any student will be provided without charge. Further copies will be made at \$1.00 each.

Students provide material for Clothing courses subject to the approval of the instructor. Students enrolled in the Foods course must provide themselves with at least two white uniforms.

Students in the Nursing Program are required to be protected by Health and Accident Insurance. Full particulars may be obtained from the college Bursar.

Textbooks, stationery and other supplies, including drawing papers, paint and other art requirements, may be purchased at the College Bookstore at current prices. Cash payments for required books will obviate rendering of charges to the parent after each purchase. No books may be returned for credit after classes have been in session for three weeks.

Students taking laboratory courses will be charged for broken equipment. It is also understood that the student will be billed for damage done to college buildings or equipment.

# LASELL ALUMNAE CLUBS, 1961-62

## LASELL ALUMNAE, INC.

### President:

Elizabeth Harrington Logan '49 (Mrs. Robert R.)  
4 Columbus Terrace, New Highlands, Mass.

### First Vice-President:

Barbara Iris Johnson '35 (Mrs. Barbara I.)  
36 Brookdale Road, Natick, Mass.

### Second Vice-President:

Jean Davies Stanley '50 (Mrs. Peter W.)  
7 Sherwood Road, Natick, Mass.

### Recording Secretary:

Priscilla Parmenter Madden '37 (Mrs. Leo J.)  
6 Nobscot Road, Wellesley, Mass.

### Corresponding Secretary:

Lillian Feneley Cooley '45 (Mrs. Duane S.)  
3 Garden Road, Concord, Mass.

### Treasurer:

Ruth Turner Crosby '42 (Mrs. Richard A.)  
170 Harvard Street, Newtonville, Mass.

### Assistant Treasurer:

Ruth Buswell Isaacson '36 (Mrs. C. G. G.)  
10 Laurel Avenue, Waltham, Mass.

### Alumnae Fund Chairman:

Louise Tardivel Higgins '37 (Mrs. Charles A. Jr.)  
150 Hickory Road, Weston, Mass.

### Alumnae Clubs Advisor:

Dorothy Inett Taylor '30 (Mrs. Lloyd D.)  
41 Brentwood Drive, Holden, Mass.

### Scholarship Committee Chairman:

Shirley Gould Chesebro '33 (Mrs. R. Alan)  
110 Carver Road, Newton Highlands, Mass.

Directors:

Priscilla Alden Wolfe '19 (Mrs. Leonard P.)  
Box 854, New Hampton, N. H.

Antoinette Meritt Smith '23 (Mrs. Wilder N.)  
110 Woodland Road, Auburndale, Mass.

Elaine Towne Batson '43 (Mrs. R. R.)  
749 Commonwealth Avenue, Warwick, R. I.

Betty Williams McGowan '47 (Mrs. F. M., Jr.)  
52 Brewster Avenue, Braintree Highlands, Mass.

Elizabeth Sleight Dexter '53 (Mrs. C. G.)  
Trim Town Road, North Scituate, R. I.

Alumnae Secretary:

Marjorie MacClymon '32  
Lasell Junior College, Auburndale, Mass.

## LASELL ALUMNAE CLUBS and PRESIDENTS

Greater Boston:

Adrienne Smith Stone '23 (Mrs. Mason H.)  
7 Braemore Road, Newton, Mass.

Bridgeport:

Sally Warner O'Such '55 (Mrs. Robert F.)  
51 Eunice Avenue, Fairfield, Conn.

Buffalo:

Patricia Raeder Crone '51 (Mrs. Richard T.)  
12 Blossom Heath, Williamsville

Capital District (Albany):

L. Joy Gustavson Smith '50 (Mrs. R. L.)  
1329 Rowe Road, Schenectady, N. Y.

Chicago:

Mary-Florine Thielens Peeples x-'06 (Mrs. C. J.)  
523 West Melrose Street, Chicago, Ill.

Cleveland:

Barbara Clarkson Moody x-'38 (Mrs. K. A.)  
2432 Dennington Drive, Cleveland, Ohio

Connecticut Valley (Hartford):

Winifred Domark Moylan '52 (Mrs. R. J., Jr.)  
274 Wethersfield Avenue, Hartford

Eastern Maine:

Theresa Thompson Osborne '22 (Mrs. Donald)  
3 Church Street, Belfast, Maine

Long Island:

Joanne Monahan Garrity '51 (Mrs. Thomas A.)  
49 Richard Place, Massapequa, L.I., N.Y.

New Hampshire:

Diane Heath Beever '49 (Mrs. Arthur)  
R. F. D. #2, Upton Lane, Goffstown, N. H.

New Haven:

Nancy Rotman '59  
57 Myron Street, New Haven, Conn.

Greater New York:

Janet Holmes '55  
3875 Waldo Avenue, Riverdale, N. Y.

Northern Vermont:

Joyce Bliss Doyle '56 (Mrs. N. P.Q.)  
198 Home Avenue, Burlington, Vt.

Omaha-Council Bluffs:

Martha Stone Adams '93 (Mrs. Frederick J.)  
5103 Webster Street, Omaha, Neb.

Philadelphia-South Jersey:

Shirley Gibbons SanSoucie '53 (Mrs. Roland)  
2208 Joshua Road, Lafayette Hill, Penna.

Pittsburgh:

Co-Chairmen: Lenna Lyon Hill '31 (Mrs. G. Richard)  
1111 Ingomar Heights Road, Pittsburgh, Penna.

Mary Fitch Huggett '34 (Mrs. John M.)  
318 Locust Street, Edgewood, Pittsburgh, Penna.

Rhode Island:

Joan Darelus Chirnside '53 (Mrs. Donald P.)  
86 Oak Hill Drive, Cranston, R. I.

Rochester, N. Y.:

Mary Mack Gutsche '55 (Mrs. Brett)  
171 Raleigh Street, Rochester, N. Y.

South Florida:

Helen Cole Chalfant '28 (Mrs. Edward T.)  
12300 Moss Ranch Road, Miami, Fla.

Southern California:

Marjorie Hills Buffington '37 (Mrs. F. S.)  
1644 Kaweah Drive, Pasadena, Calif.

Southern Maine:

Dolores Eck Ellis x-'52 (Mrs. O. D., Jr.)  
8 Farm Hill Road, Cape Elizabeth, Me.

Washington, D. C.:

M. Patricia Wilson Kane '54 (Mrs. W. S.)  
3419 Tulane Drive, West Hyattsville, Md.

Westchester-Lower Connecticut:

Georgia Bakes Sigalos '51 (Mrs. John L.)  
311 Rye Beach Avenue, Rye, N. Y.

Western Massachusetts:

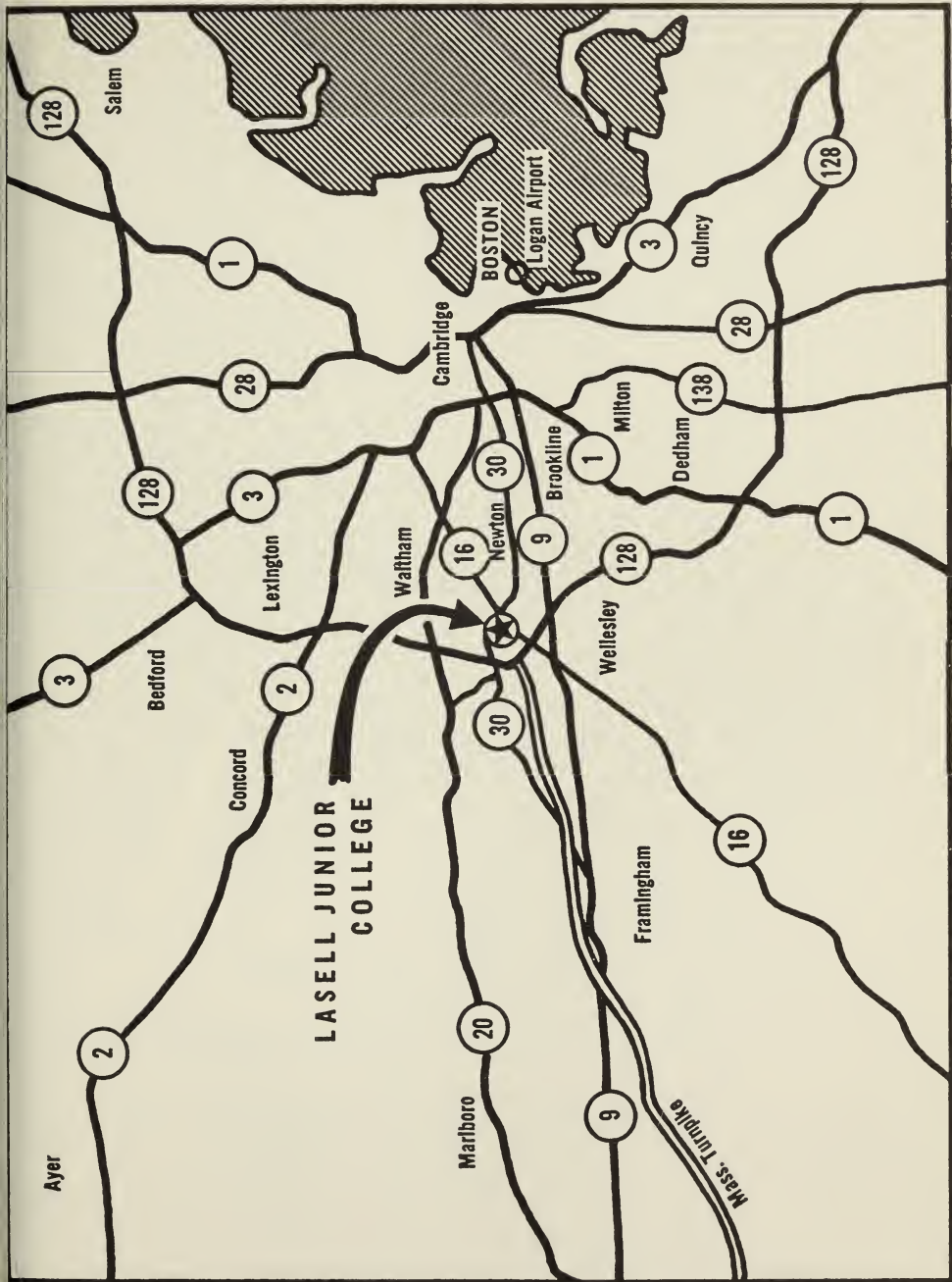
Margaret Leary Hacker '47 (Mrs. Donald)  
34 Highland Street, Longmeadow

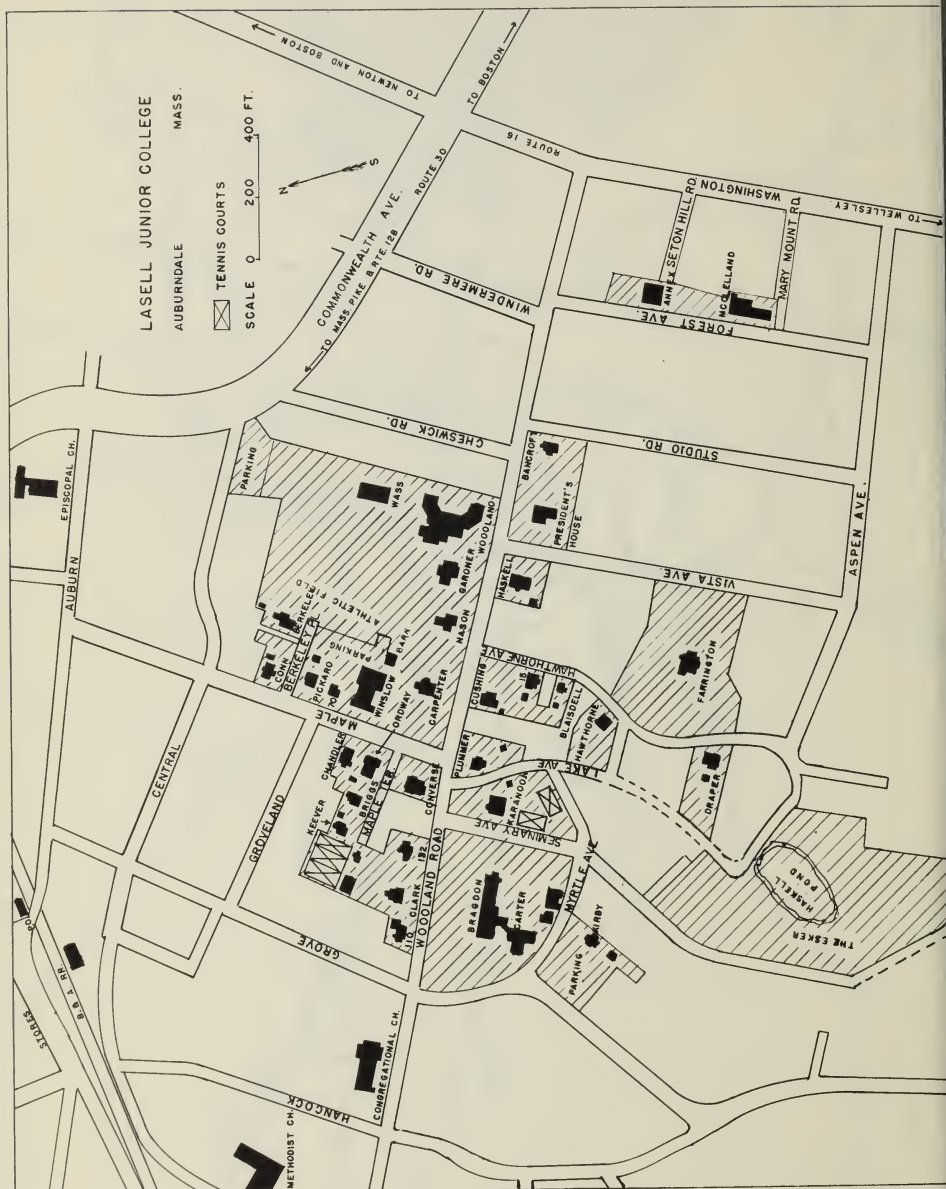
Worcester:

Elizabeth McCarthy Aheasy '53 (Mrs. Edmund J.)  
9 Sun Valley Drive, Worcester, Mass.



## Main Routes to Lasell





*Lasell*

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A Two-Year College for Women

Founded 1851

Catalogue 1962—1964

AUBURNDALE, MASSACHUSETTS



## **LASELL JUNIOR COLLEGE**

*1962-1964 Catalogue*

Visitors to the College are always welcome. The administrative offices in Bragdon Hall are open Monday through Friday from 9 a.m. to 4 p.m. all year (except holidays) and until 12 noon on Saturday during the college year. It is requested that personal interviews be arranged in advance by letter or telephone.



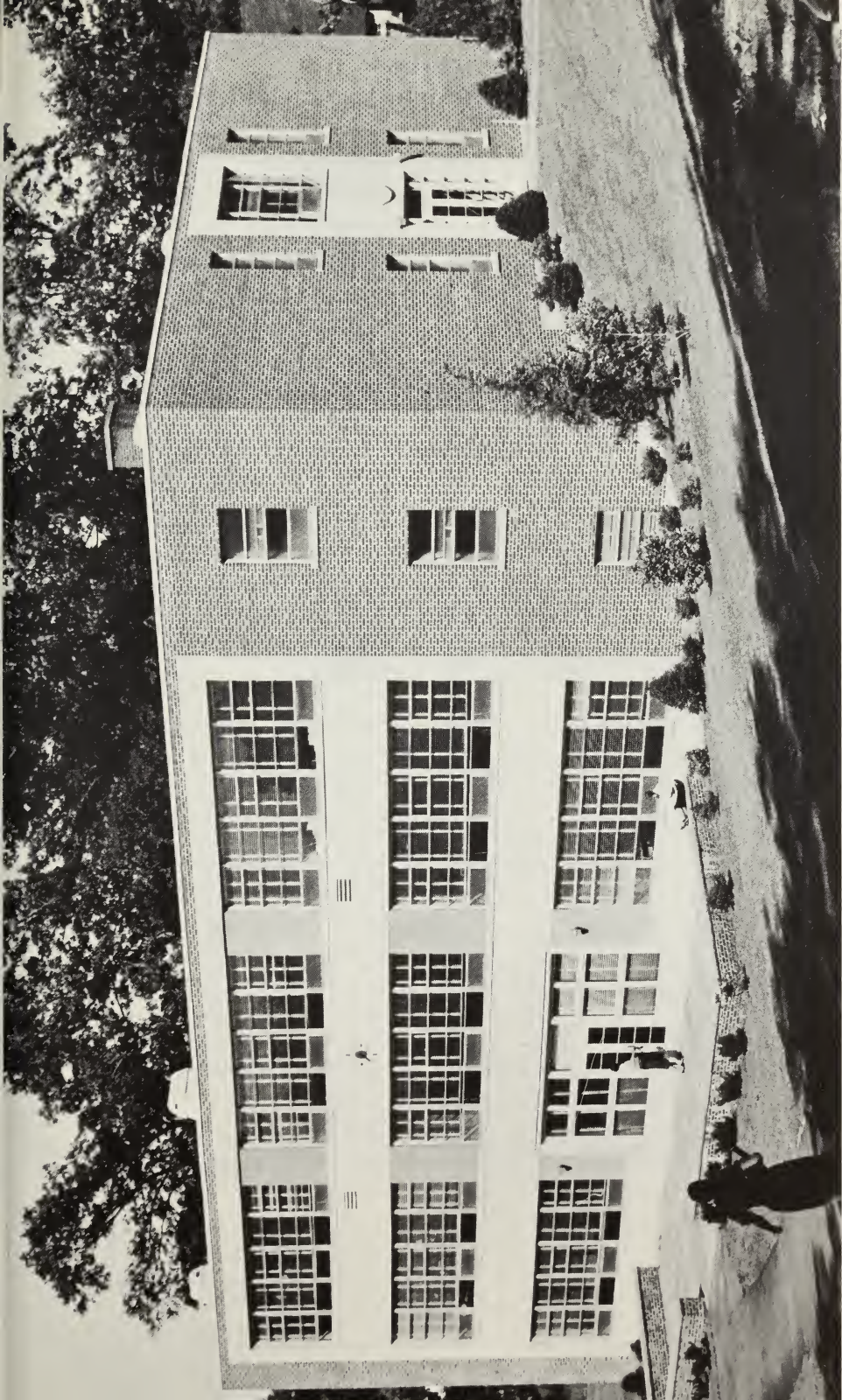
## OBJECTIVES OF LASELL JUNIOR COLLEGE

The major objectives of Lasell Junior College are threefold. Primarily, the College is concerned with the development in its students of intellectual curiosity, of moral, emotional, and spiritual values, of perspective and understanding, and of qualities of good citizenship. These aims are achieved by offering academic, cultural, counseling, and extracurricular opportunities. Second, Lasell prepares its students for careers and continued higher education, and encourages maturity through the strengthening in them of a satisfying personal philosophy and a sense of responsibility for their own welfare as well as for that of the group. A third important goal of the institution is to develop in those students enrolled in its terminal curricula the necessary skills and proper attitudes for the attainment and maintenance of their place in the world of employment.

Lasell also believes that with proper encouragement the qualities of leadership and maturity may be advanced more rapidly and students achieve earlier the ability to make wise decisions in the two-year college than is possible in the large four-year institution.

Instructors are sought who are qualified academically and in their ability to teach, and who are endowed with qualities of leadership, enthusiasm, understanding, patience, mature judgment, and loyalty to their profession.

Rich in tradition, Lasell provides the instructional environment in which a student can develop her potential to the fullest and enjoy the results of accomplishment, whether it be in the area of creative effort, vocational knowledge and skills, scientific curiosity, or the humanities. The College also recognizes its responsibility for preparing its alumnae to become successful wives, mothers, and home-makers.



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*One Hundred and Eleventh Annual Catalogue of*

## **LASELL JUNIOR COLLEGE**

*Founded in 1851 as Lasell Seminary*

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1962—1964

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*Member of*

The New England Association of Colleges and Secondary  
Schools

The New England Junior College Council

The American Association of Junior Colleges

The American Council on Education

**A U B U R N D A L E • M A S S A C H U S E T T S**



## THE COLLEGE CALENDAR FOR 1962-1963

### 1962

September 20	<i>Thursday, 9-12 M; 1-4:30 p.m.</i>	Registration of New Students
September 22	<i>Saturday, 9 a.m. 12 M</i>	Registration of Returning Students
September 24	<i>Monday, 8:30 a.m.</i>	First Semester Begins
October 5	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Programs
November 12	<i>Monday</i>	Veterans Day-No Classes
November 16	<i>Friday, 4:30 p.m.</i>	End of First Quarter
November 21	<i>Wednesday, 12 M</i>	Thanksgiving Recess Begins
November 26	<i>Monday, 8:30 a.m.</i>	Thanksgiving Recess Ends
December 19	<i>Wednesday, 12 M</i>	Christmas Recess Begins

### 1963

January 7	<i>Monday, 8:30 a.m.</i>	Christmas Recess Ends
January 24	<i>Thursday</i>	Reading Day
January 25	<i>Friday</i>	First Semester Final Examinations Begin
February 1	<i>Friday</i>	First Semester Final Examinations End
February 4	<i>Monday, 8:30 a.m.</i>	Second Semester Begins
February 15	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
February 22	<i>Friday</i>	Washington's Birthday-No Classes
March 28	<i>Thursday, 4:30 p.m.</i>	End of Third Quarter
March 29	<i>Friday, 12 M</i>	Spring Recess Begins
April 8	<i>Monday, 8:30 a.m.</i>	Spring Recess Ends
May 30	<i>Thursday</i>	Reading Day
May 31	<i>Friday</i>	Second Semester Final Examinations Begin
June 7	<i>Friday</i>	Second Semester Final Examinations End
June 9	<i>Sunday, 11 a.m.</i>	107th Annual Commencement



# THE COLLEGE CALENDAR FOR 1963-1964

## 1963

September 19	<i>Thursday, 9-12 M; 1-4:30 p.m.</i>	Registration of New Students
September 21	<i>Saturday, 9 a.m.- 12 M</i>	Registration of Returning Students
September 23	<i>Monday, 8:30 a.m.</i>	First Semester Begins
October 4	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
November 11	<i>Monday</i>	Veterans Day - No Classes
November 15	<i>Friday, 4:30 p.m.</i>	End of First Quarter
November 27	<i>Wednesday, 12 M</i>	Thanksgiving Recess Begins
December 2	<i>Monday, 8:30 a.m.</i>	Thanksgiving Recess Ends
December 18	<i>Wednesday, 12 M</i>	Christmas Recess Begins

## 1964

January 6	<i>Monday, 8:30 a.m.</i>	Christmas Recess Ends
January 30	<i>Thursday</i>	Reading Day
January 31	<i>Friday</i>	First Semester Final Examinations Begin
February 7	<i>Friday</i>	First Semester Final Examinations End
February 10	<i>Monday, 8:30 a.m.</i>	Second Semester Begins
February 21	<i>Friday, 4:30 p.m.</i>	Last Day for Change of Program
March 26	<i>Thursday, 12 M</i>	End of Third Quarter
March 26	<i>Thursday, 12 M</i>	Spring Recess Begins
April 6	<i>Monday, 8:30 a.m.</i>	Spring Recess Ends
May 28	<i>Thursday</i>	Reading Day
May 29	<i>Friday</i>	Second Semester Final Examinations Begin
June 5	<i>Friday</i>	Second Semester Final Examinations End
June 7	<i>Sunday, 11 a.m.</i>	108th Annual Commencement

## THE LASELL CORPORATION

*President:* Blake Tewksbury

*Vice-President:* Wilder N. Smith

*Treasurer:* John L. Arnold

*Clerk:* Richard A. Winslow

Harry V. Anderson, Waban, Massachusetts  
John L. Arnold, Wellesley Hills, Massachusetts  
Dorothy Barnard '24, Cambridge, Massachusetts  
Helen L. Beede '21, Auburndale, Massachusetts  
V. Stoddard Bigelow, Auburndale, Massachusetts  
Barbara Ordway Brewer '35, Auburndale, Massachusetts  
Alice Hillard Corbin, San Antonio, Texas  
Marion Ordway Corley '11, Auburndale, Massachusetts  
Ruth Turner Crosby '42, Newtonville, Massachusetts  
Robert W. Ficken, Waban, Massachusetts  
Lydia Adams Godsoe '18, Camden, Maine  
Maude Simes Harding '06, Wellesley Hills, Massachusetts  
Louise Tardivel Higgins '37, Auburndale, Massachusetts  
Martha Fish Holmes '25, Auburndale, Massachusetts  
Esther T. Josselyn '27, West Hanover, Massachusetts  
Egon E. Kattwinkel, West Newton, Massachusetts  
Elizabeth Harrington Logan '49, Newton Highlands, Massachusetts  
Priscilla Parmenter Madden '37, Wellesley, Massachusetts  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Mildred Strain Nutter '17, Newton Centre, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Evelina E. Perkins '15, Mechanic Falls, Maine  
Helen Perry '24, Melrose, Massachusetts  
Carol Rice '16, Sweet Briar, Virginia  
Etta MacMillan Rowe '11-'13, West Granby, Connecticut  
Irene Sauter Sanford '06, Westfield, Massachusetts  
Helen Saunders '17, Hartford, Connecticut  
Julia Crafts Sheridan '10, Greenville Junction, Maine  
Phyllis Rafferty Shoemaker '22, Watsonville, California  
Antoinette Meritt Smith '23, Auburndale, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Dorothy Mosher Stone '42, Auburndale, Massachusetts  
Arlene Wishart Sylvester '38, Auburndale, Massachusetts  
Dorothy Inett Taylor '30, Holden, Massachusetts  
Blake Tewksbury, Auburndale, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Priscilla Winslow '35, Cambridge, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire  
Priscilla Alden Wolfe '19, New Hampton, New Hampshire

# THE TRUSTEES OF LASELL JUNIOR COLLEGE

*Chairman:* Priscilla Alden Wolfe

## TERM EXPIRES 1962

Egon E. Kattwinkel, M.D., West Newton, Massachusetts  
Earl H. Ordway, Auburndale, Massachusetts  
Antoinette Meritt Smith (Mrs. W. N.), Auburndale, Massachusetts  
Richard A. Winslow, West Newton, Massachusetts

## TERM EXPIRES 1963

Harry V. Anderson, Waban, Massachusetts  
Alice Hillard Corbin (Mrs. A. F.), San Antonio, Texas  
Lydia Adams Godsoe (Mrs. W. H.), Camden, Maine  
Miss Helen Saunders, Hartford, Connecticut  
Julia C. Sheridan, (Mrs. Philip), Greenville Junction, Maine

## TERM EXPIRES 1964

V. Stoddard Bigelow, Auburndale, Massachusetts  
Louise T. Higgins (Mrs. C. A., Jr.), Weston, Massachusetts  
Denton G. Nutter, M.D., Newton Centre, Massachusetts  
Donald J. Winslow, Auburndale, Massachusetts  
Leonard P. Wolfe, New Hampton, New Hampshire

## TERM EXPIRES 1965

Robert W. Ficken, Waban, Massachusetts  
Miss Helen Perry, Melrose, Massachusetts  
Phyllis Rafferty Shoemaker (Mrs. A. B.), Watsonville, California  
Blake Tewksbury, Auburndale, Massachusetts

## TERM EXPIRES 1966

John L. Arnold, Wellesley Hills, Massachusetts  
Irene Sauter Sanford (Mrs. R. M.), Westfield, Massachusetts  
Wilder N. Smith, Auburndale, Massachusetts  
Priscilla Alden Wolfe (Mrs. L. P.), New Hampton, New Hampshire

*Ex Officio:* President of the Lasell Alumnae Association

## EXECUTIVE BOARD

John L. Arnold  
Egon E. Kattwinkel  
Earl H. Ordway  
Helen Perry  
Antoinette M. Smith

Wilder N. Smith  
Blake Tewksbury  
Richard A. Winslow  
Leonard P. Wolfe  
Priscilla A. Wolfe

## FINANCE COMMITTEE

John L. Arnold  
Earl H. Ordway  
Wilder N. Smith

Blake Tewksbury  
Richard A. Winslow  
Priscilla A. Wolfe

## ADMINISTRATION

Blake Tewksbury, B.A., M.A., LL.D., *President*

B.A., Bowdoin College; M.A., New York University; LL.D., Bucknell University; Lasell, 1960-

John L. Arnold, A.B., M.B.A., L.L.B., *Treasurer*

A.B., Bowdoin College; M.B.A., Harvard Graduate School of Business Administration; L.L.B., Northeastern University; Graduate study, Massachusetts Institute of Technology; Lasell, 1951-

June Babcock, B.A., M.A., *Dean of Women*

B.A., Wheaton College; M.A., Cornell University; Lasell, 1942-

Inez M. Atwater, B.A., M.A., *Student Counselor and Placement Director*

B.A., Jackson College, Tufts University; M.A., Boston University Graduate School; Graduate study, Harvard University; Syracuse University; Lasell, 1946-

Muriel McClelland, B.S., *Administrative Assistant to the Dean of Women and Director of Physical Education*

Oberlin; B.S., Boston University; Boston School of Physical Education; Lasell, 1929-

Mary Blatchford Van Etten, B.A., M.A., *Student Counselor*

B.A., Connecticut College; M.A., Boston University Graduate School; Graduate study, Boston University School of Medicine and Harvard University; Lasell, 1939-

## FACULTY (1961-1962)

Margaret M. Anderson, R.N., B.S.N.Ed., M.S., *Instructor in Psychiatric Nursing*

Massachusetts General Hospital School of Nursing; B.S.N.Ed., Boston College School of Nursing; M.S., Boston University; Lasell, 1959-

Frances Atwood, B.S., *Librarian*

B.S., Simmons College; Lasell, 1953-

Harriet W. Atwood, B.S., M.A., *Instructor in Secretarial Studies*

B.S. in P.A.L., Boston University; M.A., Boston University; Graduate study, Boston University; Lasell, 1946-

Barbara C. Baillet, B.S., *Instructor in Home Economics*

B.S., College of Home Economics, Cornell University; Lasell, 1960-

Claire Barry, B.S., *Instructor in Secretarial Studies*  
B.S. in Ed., Boston University; Ed.M., Boston University; Lasell, 1958–

Clarissa G. Bassett, A.B., *Instructor in Science*  
A.B., Mount Holyoke; Boston University, C.L.A.; Woods Hole Marine Biological Laboratory; Lasell, 1954–

Winslow F. Beckwith, A.B., LL.B., S.T.B., Th.D., *Instructor in Religion*  
A.B., Boston University; LL.B., Boston University Law School; S.T.B., Episcopal Theological School; Th.D., Boston University School of Theology; Lasell, 1960–

David R. Bliss, *Instructor in Social Studies*  
B.S., Northeastern University; Lasell, 1961–

Stewart M. Brooks, B.S., M.S., *Instructor in Science*  
B.S., Albany College of Pharmacy; M.S., Philadelphia College of Pharmacy and Science; Graduate study, Purdue University; Lasell, 1957–

Elaine C. Cavanaugh, B.S. in Ed.; *Director, Lasell Child Study Center*  
Lesley College; B.S. in Ed., Boston University; Lasell, 1958–

Carolyn E. Chapman, B.S., Ed.M., *Chairman of the Secretarial Department*  
B.S., Boston University; Ed.M., Harvard University; Lasell, 1943–

Maria T. Orozco Cobb, B.A., *Instructor in Spanish*  
B.A., Boston University; Universidad de Mexico Summer School; Lasell, 1940–

Jeanne Budding Cousins, *Instructor in Dancing*  
Harvard Summer School; Leland Powers School; Sarah Lawrence College; Monsieur Lend, The Hague; Madame Espinosa, London; Lilla Viles Wyman, Boston; Chester Hale, Ted Shawn, Martha Graham, New York; Lasell, 1945–

Doris A. Davis, R.N., B.S., *Instructor in Operating Room Nursing*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University; Graduate study, Jersey City Medical Center; Lasell, 1958–

Flora M. DeScenza, R.N., B.S.N., M.S., *Instructor in Medical and Surgical Nursing*  
Lawrence Memorial Hospital School of Nursing; B.S.N., Boston College School of Nursing; M.S., Boston College Graduate School; Lasell, 1959–



Ann Dolve, B.S., *Instructor in Physical Education*

B.S., Norwegian State College of Physical Education; Lasell, 1961-

Charles O. Duke, B.S.E., *Instructor in Art*

B.S.E., Massachusetts College of Art; Lasell, 1960-

June C. Fagg, B.S. in Ed., *Instructor in Secretarial Studies*

B.S. in Ed., State Teachers College, Salem, Massachusetts; Lasell, 1960-

Charles H. Fielder, B.S., *Instructor in History*

B.S. in Engineering, United States Naval Academy; Graduate Study, University of Maine; Lasell, 1959-

Margaret S. Ford, B.S., M.Ed., *Instructor in Secretarial Studies*

B.S., College of William and Mary; M.Ed., Boston University; Lasell, 1959-

Margaret W. French, B.A., M.A., *Instructor in English*

B.A., Oberlin College; M.A., Birmingham-Southern College; Graduate study, Radcliffe College; Summer School, University of Wisconsin; Middlebury Language School; Boston University; Lasell, 1946-

Helen B. Green, A.B., *Instructor in Mathematics*

A.B., Boston University; Lasell, 1961-

Marie A. Haas, *Assistant Librarian*

Copley Art School; South Middlesex Secretarial School; U.S. Navy Inspection School; Advanced Reference Course, Boston Public Library; Lasell, 1960-

Bettina H. Harrison, B.S., M.A., *Instructor in Science*

B.S., University of Massachusetts; M.S., Radcliffe College; Lasell, 1940-41, 1959-

Elizabeth R. Hicks, A.B., M.A., *Instructor in English*

A.B., Middlebury College; M.A., Mt. Holyoke College; Lasell, 1961-

Elinor Hoag, B.S., B.S.S., Ed.M., *Instructor in English*

B.S. and B.S.S., Boston University; Ed.M., Harvard University; Graduate study, Radcliffe College, Boston University, Harvard University; Lasell, 1928-

Sophia J. Josephs, B.S., M.A., *Instructor in Secretarial Studies*

B.S., New York University; M.A., New York University; Graduate study, New York University; Lasell, 1943-

- Lydia Kavanagh, A.B., M.A., *Instructor in French*  
A.B., Wellesley College; M.A., Wellesley College; Lasell, 1950-1957,  
1961-
- Marie C. Lambert, R.N., B.S., *Instructor in Nursing*  
Springfield Hospital School of Nursing; B.S. in Nursing, Boston College;  
Lasell, 1958-
- George W. Lane, A.B., M.A., *Instructor in English*  
A.B., Boston University; M.A., Boston University Graduate School; Lasell,  
1960-
- Ruth T. Lindquist, B.A., M.A., *Chairman of the Science Department*  
B.A., Boston University; M.A., Boston University; Lasell, 1944-
- Alice J. Mallett, B.A., *Instructor in Speech*  
B.A., Converse College; Lasell, 1960-
- Ruth E. Manghue, B.S. in Ed.; M.A., *Instructor in Secretarial Studies*  
B.S. in Ed., Salem State Teachers College; M.A., Teachers College, Colum-  
bia University; Lasell, 1954-
- Robert A. Margolis, A.B., Ed.M., *Instructor in Social Studies*  
A.B., Harvard College; Ed.M., Northeastern University Graduate School;  
Lasell, 1960-
- Kenneth C. Matheson, A.B., A.M., *Chairman of the English Department*  
A.B., Boston University, College of Liberal Arts; A.M., Boston University  
Graduate School; Lasell, 1960-
- Gertrude A. Mendelson, Mus.B., *Instructor in Music*  
Mus.B., New England Conservatory of Music; Lasell, 1961-
- Sebastian F. Mignosa, B.S., in Ed.; M.A., *Instructor in Secretarial Studies*  
State Teachers College, Salem, Massachusetts; B.S. in Ed., Boston Uni-  
versity; M.A. in Ed., Boston University; Lasell, 1956-
- Constance W. Milner, R.N., B.S., *Coordinator of the Nursing Program*  
Warren Academy, School of Nursing; B.S. in Nursing, Boston University;  
Graduate study, Boston University and Boston College; Lasell, 1956-
- Richard M. Packard, B.A., M.A., Ph.D., *Chairman of the Social Studies Depart-  
ment*  
B.A., Hobart College; M.A., Columbia University; Ph.D., Harvard Uni-  
versity; Lasell, 1948-

- Barbara H. Parkhurst, B.S., *Instructor in Science*  
B.S., Simmons College; Lasell 1942-1949, 1960-
- Robert R. Pilsbury, B.A., *Instructor in Social Science*  
B.A., Dartmouth College; Lasell, 1961-
- Lois D. Polley, R.N., B.S., M.S.N.Ed., *Instructor in Nursing*  
New England Baptist Hospital School of Nursing; B.S., Boston University;  
M.S., N.Ed., Boston University; Lasell, 1959-
- Lia G. Poorvu, A.B., A.M., *Instructor in French*  
A.B., Wellesley College; A.M., Radcliffe Graduate School; Middlebury  
French School; University of Munich; Middlebury Italian School; Lasell,  
1960-
- Evelyn Borden Potts, B.S., *Chairman of the Home Economics Department*  
B.S., Teachers College, Columbia University; Graduate study, Vogue  
School, Chicago; Art Institute, Chicago; Northwestern University; Univer-  
sity of New Hampshire; Lasell, 1944-
- James H. Remley, B.S., M.A., *Director of the Orphean Club*  
B.S., Indiana (Pa.) State Teachers College; M.A., New York University;  
Lasell, 1955-
- Donald E. Robar, B.A., *Instructor in Social Science*  
B.A., Univ. of Massachusetts; Lasell, 1961-
- Lucile Wells Robertson, B.S. in Ed., *Chairman of the Retailing Department*  
Rochester Institute of Technology; B.S., Framingham State Teachers Col-  
lege; Summer study, University of Pennsylvania, Simmons College, and  
New York University; Lasell, 1955-
- Constance H. Rose, B.A., M.A., *Instructor in Spanish*  
B.A., Rollins College; M.A., Boston University; Lasell, 1961-
- Jacquelin Saunders, B.S. in Ed., M.A., *Chairman of the Art Department*  
B.S. in Ed., Massachusetts College of Art; M.A., Teachers College, Colum-  
bia University; Graduate study, Cranbrook Academy of Art; Lasell, 1949-
- Muriel S. Sheppard, B.S. in Ed., *Instructor in Child Study*  
B.S. in Ed., Potsdam State Teachers College; Lasell, 1957-
- Laurene W. Stong, B.A., M.A., *Instructor in Secretarial Studies*  
B.A., State College of Iowa; M.A., Texas Christian University; Lasell,  
1961-

- Lucy J. Sypher, B.A., M.A., *Instructor in English*  
B.A., University of North Dakota; M.A., Tufts University; Lasell, 1929–
- Frank C. Taylor II, B.A., *Chairman of the Music Department*  
B.A., Yale University; Graduate study, Oxford University, Harvard University, Longy School of Music; Lasell, 1957–
- Amelia J. Terrazano, *Instructor in Art*  
Jackson Von Ladau School of Design; Lasell, 1959–
- A. Harriet Tinker, A.B., *Instructor in Zoology*  
A.B., Connecticut College for Women; Graduate study, Mount Holyoke, Columbia University; Lasell, 1957–
- Virginia L. Tribou, B.S. in P.E., Ed.M., *Instructor in Physical Education*  
B.S. in P.E., Boston University, Sargent College for Physical Education; Ed.M., Boston University; Graduate study, Boston University; Lasell, 1936–
- Donald H. Warren, B.S., *Instructor in Art*  
B.S., Massachusetts College of Art; Lasell, 1956–
- Jean Watt, B.S., *Instructor in Physical Education*  
B.S. in Physical Education, Bowling Green (Ohio) State University; Lasell, 1946–
- Hazel Wilcox Weden, B.A., *Instructor in English*  
B.A., Wheaton College; Graduate study, Boston University School of Education; Lasell, 1948–
- Mary S. Woodland, B.S. in Ed., *Instructor in Home Economics*  
B.S. in Ed., Framingham State Teachers College; Lasell, 1958–
- Jane C. Wyman, B.S., *Instructor in Child Study*  
Wheelock College; B.S., Northeastern University; Lasell, 1959–

## STAFF

<i>Director of Admissions</i>	Marie R. Kaden, B.S. Jessie Smith, <i>Secretary to the Director</i> Sarah M. Hathaway Eloise H. Hutchins Margaret Munroe
<i>Recorder,</i>	Helen L. Beede Lucy Bovenzi
<i>Bursar,</i>	Alice May, B.S. Mary K. Shea
<i>Student Health Center:</i>	R. Emerson Sylvester, M.D., <i>College Physician</i> Jane C. Barnes, R.N., <i>Head Nurse</i> Viola M. Seeds, R.N., <i>Assistant</i> Margaret C. Vahey, <i>Assistant</i> Elsie M. Walsh
<i>Dietitian,</i>	Elizabeth W. Smith, B.S. Fern Edson, <i>Assistant</i> Helen V. Goddard, <i>Assistant</i>
<i>Publicity,</i>	Mildred Senior
<i>Alumnae Secretary,</i>	Marjorie MacClymon Winnifred Hill
<i>Director of Housekeeping,</i>	Helen R. Wallstrom
<i>Bookstore Manager,</i>	Susan B. Kaizer
<i>Buildings and Grounds,</i>	Arthur Hicks, <i>Superintendent</i> Ziba Odom, <i>Assistant</i>
<i>Offices:</i>	Sue Barnes, <i>Secretary to the President</i> Ruth A. Boardman, <i>Secretary to the Dean of Women</i> Dorothy Harris, <i>Secretary to Mrs. Van Etten</i> Sarah Flowers, <i>Secretary to Miss Atwater</i>



*Receptionists:*

Mrs. Ruth Bishop  
Miss Geraldine Healey  
Mrs. Marion Miller  
Mrs. Helen Thompson

*Resident Heads:*

Miss Theda R. Barnes	Mrs. Helen Paul
Mrs. Miriam Black	Mrs. Mary E. Russell
Mrs. Helen Booth	Mrs. Mable Smith
Mrs. Gladys Brown	Mrs. Margaret Smith
Mrs. Marion Brown	Mrs. Helen S. Spaulding
Mrs. Audrey Bucknam	Mrs. Lee H. Stockbridge
Mrs. Marguerite Chandler	Miss Dorothy Tuttle
Mrs. Doris Chick	Miss Rosa Tuttle
Mrs. Clara Chipman	Mrs. Ruth Weymouth
Mrs. Agnes Garland	Mrs. Alice M. Whitney
Mrs. Marion F. MacMahon	Mrs. Ethel Wylie
Miss Mary E. Morrison	

*Telephone*

*Operators:*

Agnes Cawley      Margaret Maroney      Agnes White

*College*

*Accompanist:*

Louis Haffermehl

## THE COLLEGE

**HISTORY** Edward Lasell, who had been a professor of chemistry at Williams College since 1833, had the vision to found "a female seminary of high order" in Auburndale, a beautiful suburb of Boston, in 1851. He was supported in his enterprise by a group of interested local citizens of all major faiths.

Lasell lays proud claim to being the first "junior college" because it has offered a continuous program on this level of education since its founding. The last two years of the four-year Collegiate Department of Lasell Female Seminary were of college grade. "Terminal" work on the junior college level was offered at Lasell as early as 1874.

From the outset Lasell students have enjoyed the historic, cultural, education, and entertainment advantages of Boston and vicinity, which represent an expanded campus with a ten-mile radius.

The original Seminary grounds consisted of six acres where the first building, now historic Bragdon Hall, was erected on a hilltop. The property fronts on Woodland Road which had been laid out in 1664 and later became the Turnpike from Boston to Worcester. Burgoyne's captive army marched by this route in 1777.

The founder, Edward Lasell, died of typhoid fever in 1852, but the Seminary was continued by his brother, Josiah, and others. Great emphasis was placed on music and art in these early days.

Charles C. Bragdon became Principal in 1874 and continued in that capacity for 34 years. Dr. Bragdon was independent in mind and character and believed the chief business of women to be home making. Accordingly, pioneer courses in domestic sciences were introduced in 1877 in spite of much opposition and ridicule on the part of the public.

The famous New England poet, Henry Wadsworth Longfellow, a neighbor in nearby Cambridge, wrote this sonnet which he dedicated to Lasell Seminary on May 10, 1877:

### HOLIDAYS

The holiest of all holidays are those  
Kept by ourselves in silence and apart;  
The secret anniversaries of the heart,  
When the full river of feeling overflows.

The happy days unclouded to their close,  
The sudden joys, that out of darkness start,  
As flames from ashes; swift desires that dart  
Like singing swallows down each wind that blows.

White as the gleam of the receding sail,  
White as a cloud that floats and fades in air,  
White as the whitest lily on a stream,

These tender memories are;—a Fairy Tale  
Of some enchanted land we know not where  
But lovely as a dream within a dream.

Over the years additions were made to the main building. A gymnasium and natatorium were provided in 1881.

After a visit to Europe in 1887, during which he observed educational methods and purchased the beginnings of Lasell's art collection, Dr. Bragdon created a national sensation by instituting military drill for Lasell's young ladies; in addition, the Lasell "crew" practised on the Charles River as it does today. During this period Lasell Seminary became so well-known nationally that it received a bronze medal for its excellence of equipment and training from the World's Columbian Exposition held in Chicago in 1893.

In 1908 Dr. Guy M. Winslow succeeded to the position of Principal and remained as head until 1947. During his long administration many private homes were purchased to be utilized as Senior Houses. Woodland Park Hotel, which had been a fashionable "country boarding house" for Boston society members of the 80's, was also acquired. Here Woodland Park School, a junior school under the auspices of Lasell, was established. Later the structure was used as a dormitory; though the building has now been demolished, its name is preserved in a dormitory for freshmen, Woodland Hall, erected in 1950.

In 1921 the school was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and on March 7, 1932, the name was changed by legislative action from "Lasell Seminary" to "Lasell Junior College."

By authority of the Massachusetts Legislature Lasell grants the degrees of Associate in Arts or Associate in Science to its graduates.

Lasell aims to give young women, during two short years, a zest for the adventure of learning and a more mature understanding of the world in which they live. Taking advantage of its location in a great metropolitan area, Lasell pays sufficient attention to the liberal arts and the humanities to suggest values for life and civilized existence. Lasell also prepares for several vocations, any one of which gives a woman the security of being ready to perform useful community service. For those who feel the need of greater specialization in a chosen field, Lasell offers an introductory education which trains students for transfer to senior colleges.

**LOCATION** The College is in Auburndale, a "Village" of the suburban city of Newton. Trains, busses, rapid transit (M.T.A.), and local taxis afford convenient access to Boston. Trains for New York and the West stop at nearby Newtonville. Boston's Logan International Airport is popular with Lasell students whose homes are outside the New England area.

The campus is located one-half mile from circumferential Route 128 which circles the metropolitan area from the South Shore to the North Shore (exit Route 16 or Route 30). The eastern terminus of the Massachusetts Turnpike adjoins Route 128.

**FOUNDATIONS AND** The grounds of the College encompass forty acres and, for  
**BUILDINGS** the most part, front upon Woodland Road. The spacious green lawns and hillsides, the trees and flowers, provide an attractive setting. There are pleasant walks in the residential neighborhood, and the recreation field, the Charles River, Haskell Pond, and the five tennis courts afford abundant opportunity for healthful outdoor activity.

The residence houses are homelike, well arranged and furnished, and thoroughly comfortable. Bragdon Hall is the main building of the group. In it are the offices of administration, lounges, classrooms, the library, and an art studio. The second and third floors are used as a freshman dormitory.

Carter Hall is connected with Bragdon Hall and contains a small assembly hall, a swimming pool, and laboratories and lecture rooms for home economics and other classes. Blaisdell, Briggs, Carpenter, Chandler, Clark, Conn, Converse, Cushing, Draper, Haskell, Hawthorne, Karandon, Ordway, and Pickard are senior residence houses. Each house accommodates a group of eight to thirty students with a resident head.

Woodland Hall, a freshman dormitory and central dining hall, was completed in 1950. Winslow Hall, an auditorium-gymnasium, combines facilities for dramatic productions and college assemblies, receptions, dances, musical organizations, and the physical education program.

Wass Science Building has been in use since 1955. This modern three-story structure houses general classrooms as well as fully-equipped laboratories for anatomy, physiology, zoology, biology, chemistry, and medical technology.

Keever Infirmary contains eleven rooms equipped to serve the health needs of students and is attended by two resident nurses. The Recreation Center (called "The Barn") houses the postoffice, the bookstore, a snack bar, and two lounges. Nellie Plummer Hall contains the Alumnae Association offices.

McClelland Hall provides six classrooms for the Secretarial Department. Farrington Hall, a Victorian mansion famous as a local landmark, has been completely renovated to supply ten classrooms. Berkeley House accommodates the Child Study Center.

Nason, Bancroft, Kirby and several other College-owned houses provide residences for members of the faculty and staff.

## ACADEMIC INFORMATION

**EDUCATIONAL OPPORTUNITIES** Lasell offers two years of study following a student's graduation from secondary school. The work leading to advanced standing in a senior college or university includes a program selected from the following group of subjects: English, languages, sciences, mathematics, social studies, and electives.

The general terminal courses are designed for those students who do not wish to spend four years in college but who do feel the need of training and study after high school which will help them in living and working with people.

Special terminal vocational curricula are designed for those students who are interested in preparing for careers in home economics, child study, art, retailing, executive and medical secretarial training, and nursing.

Pre-professional courses are offered to prepare students for schools of occupational therapy, physical therapy, and for hospital training in laboratory technology, and schools of nursing where preference is given to women who have had some college work.

**REQUIREMENTS FOR ADMISSION** The Committee on Admissions endeavors to select those students whose previous records show that they are able to profit by attendance at a junior college. Applicants for the Nursing Program should see special requirements elsewhere in this catalogue.

As a further aid in an effort to maintain a representative group of students who will profit by the opportunities offered at Lasell, it is desirable that some member of the Admissions Committee have a personal interview with each applicant. When this is not possible, owing to distance, it may be arranged to have an alumna of the College designated by the Admissions Committee serve in lieu of the Committee.

The "Application for Admission" must be signed for each applicant by the parent or guardian. When the application is filed, a transcript blank is forwarded to the principal of the school last attended, to be filled out and returned to the Committee on Admissions.

To be admitted to the freshman class a student must have graduated from an approved secondary school with a record, preferably with 16 college preparatory units, satisfactory to the Committee on Admissions. All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. The majority of candidates will be notified of the decision of the Committee on Admissions in March. The Committee may accept applicants with high academic averages as soon as the transcript and all recommendations have been filed.

**ADVANCED STANDING** A limited number of students are admitted each year with transfer credit from other colleges. A student entering with advanced standing must fulfill the requirements for admission to the freshman class. As the number applying for admission usually exceeds the



number that can be accommodated in the dormitories, transfer applications are considered only after all students who have been at Lasell for one year have been assigned rooms.

#### REQUIREMENTS

##### FOR TRANSFER

##### TO SENIOR COLLEGES

To obtain recommendation for advanced standing on transfer, a student must in general earn a B average or higher. She may have to take certain College Entrance Examination Board Achievement Tests, or other tests as requested by the senior college. It should be noted that the content as well as the quality of both the preparatory school and the junior college programs must be satisfactory to the college which the student desires to enter, whether her purpose is to pursue a liberal arts or a vocational course. Requirements vary and results will generally be more satisfactory to Lasell and to the student when her wishes are stated and discussed at the outset. Experience shows that a student is best prepared for senior college work by taking in her preparatory program English, history, mathematics, foreign languages, and laboratory sciences, and then in electing the Liberal Arts curriculum during her two years at Lasell.

#### REQUIREMENTS

##### FOR GRADUATION

A graduate of Lasell receives the degree of Associate in Arts or Associate in Science according to her curriculum. The specific requirements for the different curricula will be found in the following pages. In general it may be said here that, in addition to the requirements for admission to full freshman standing already outlined, a student must complete sixty-five semester hours of academic and technical work, including ENGLISH 101-102 and at least twelve additional hours in Liberal Arts subjects. This figure is based on a minimum program of fifteen credit hours per semester, plus the courses in Physical Education (four credit hours) and in Orientation (one credit hour) required of all students. Candidates for either of the Lasell degrees must also have been regularly enrolled full-time students of the College for at least one academic year.

Although the passing grade is D, a C average is required for graduation. First and third quarter grades are tentative; those that come at the end of each semester determine the student's actual academic standing.

The curricula outlined in the following pages are subject to reasonable modification, but the courses elected should be coherent and adapted to the abilities and requirements of the individual student. Before a student will be admitted to classes, her program must receive the approval of her academic adviser.

## CURRICULA

**ART** The Art Department strives to promote the Lasell ideal in making it possible for the student to combine a well-rounded liberal arts education with specialized vocational training. Every art major is prepared, to the extent of her ability, for further work in art school or for apprenticeship in the professional field. Academic and creative courses in art are also offered to non-art majors interested in art as a cultural background, as an avocation, or in its application to the everyday problems of the consumer and homemaker.

The Department offers four majors, all leading to the Associate in Arts degree. The **INTERIOR DESIGN** major prepares the student to combine color and texture, furniture and fabrics, in harmonious interiors and to interest the prospective client in her creations. To this end the student is taught how to develop ideas effectively and to illustrate them with convincing drawings and three-dimensional models. A maximum of training is given in both the aesthetic and practical aspects of the field, for use professionally or as a homemaker. Good taste and design sense are developed along with a familiarity with materials and sources of supply useful to the practicing decorator.

For the student with a flair for styles, the **FASHION** major affords the necessary training in drawing fashion figures and accessories and in planning and rendering the layouts used in the art departments of stores and fashion publications. A study of contemporary designers and illustrators is included in the major to further the student's understanding of fashion cycles.

In the **ADVERTISING DESIGN** major the power of the well-designed and carefully planned advertisement in the successful merchandising of a product is stressed and illustrated in the projects covered. Instruction develops the design and technical skill of the student and introduces her to the fundamentals of her specialty.

The student who elects the **CRAFTS** major is given the creative understanding of materials, tools, and techniques necessary to produce well-designed and useful objects. Knowledge and skill in handicrafts are at a premium today, and the trained student will find a variety of opportunities in summer camps, recreation centers, adult education groups, or in freelance work in the retail field.

# ART

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
Art	103-104 Hist. & Apprec. of		
	Art I	3	3
Art	105-106 Drawing and Design	3	3
Art	107 Drafting and Sketching	1	-
Art	109-110 General Crafts	2	2
Art	112 Figure Drawing	-	1
Art	121 Lettering	1	1
English	101-102 Freshman English	3	3
Elective:	Liberal Arts subject required	2-4	2-4
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/>	<hr/>
		15-17	15-17

## SECOND YEAR

Art	201-202 Hist. & Apprec. of		
	Art II	3	3
Art	203-204 Painting	2	2
Art	205-206 Figure Drawing	2	2
Art Major	Advertising, Crafts, Fashion		
	Illustration or Interior Design	4	4
Electives:		5-7	5-7
Physical Education*		(1)	(1)
		<hr/>	<hr/>
		16-18	16-18

\*Course required, but does not carry academic credit.

## CHILD STUDY

A valuable contribution to both community life and the home can be made by the young woman trained in Child Study. In view of this dual role the Lasell Child Study Department offers two major programs in the field, both leading to the Associate in Science degree. The first of these is the CHILD STUDY TRANSFER major, which is designed to fill the special requirements of the student interested in becoming a thoroughly trained nursery school teacher.

The need for teachers specifically trained to work with young children, and possessing professional experience in the problems of childhood growth and pedagogy, is urgent and becoming more so every day, and the qualified graduate in nursery school work will find innumerable attractive job opportunities awaiting her. Students interested in preparing for a career in nursery school teaching should elect the Transfer major in Child Study and be prepared to continue through to their Baccalaureate degrees after their graduation from Lasell. To avoid time-consuming duplication of effort, Child Study Transfer majors are strongly urged to have their Lasell programs approved by the professional school to which they intend to transfer.

The Child Study Department also offers a number of courses which provide a valuable background to the understanding of the growth and training of children in the setting of family life. These courses constitute the CHILD STUDY NON-TRANSFER major, and are designed for the student who enjoys working with children and wants to attain basic information about childhood behavior to apply in her own home or in some form of community service.

A special feature of the Child Study program is the Lasell CHILD STUDY CENTER. Here students have an opportunity to watch a model nursery school in operation under the direction of a graduate specialist trained in the field. The Center, which is attended by a cross section of children from the community, is fully equipped with standard recreational and educational devices currently in use in American nursery schools. By the use of one-way vision screens students are able to observe the group behavior of children under scientifically controlled conditions. At other times they are themselves allowed to participate in the supervision of the Center, and thus emerge from the course with both theoretical and practical experience in nursery education.

# CHILD STUDY (Transfer)

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
Child Study	101-102 Child Development	3	3
English	101-102 Freshman English	3	3
Music	101-102 Int. to Instrumental Music		
	or		
Music	105-106 Basic Music	1-3	3
Science	101-102 Zoology	4	4
Social Studies	101-102 History of Civilization		
	or		
Social Studies	111-112 Sociology and Social Problems	3	3
Speech	105-106 Speech	2	2
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 16-18	<hr/> 18

## SECOND YEAR

Art	103-104 Hist. &Apprec. of Art I	3	3
Child Study	201-202 Orient.-Childhood Education	4	4
English	Literature Elective	3	3
Psychology	201 Introductory Psychology	3	-
Psychology	204 Child Psychology	-	3
Elective(s):	Liberal Arts subject(s) recommended	3-5	3-5
Physical Education*		(1)	(1)
		<hr/> 16-18	<hr/> 16-18

\*Course required, but does not carry academic credit.



# CHILD STUDY (Non-transfer)

## FIRST YEAR

## CREDIT HOURS

		First Semester	Second Semester
Child Study	101-102 Child Development	3	3
English	101-102 Freshman English	3	3
Music	105-106 Basic Music	1-3	3
Science	103-104 Anatomy and Physiology	3	3
Speech	105-106 Speech	2	2
Elective:	Liberal Arts subject required	3	3
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 17

## SECOND YEAR

Child Study	201-202 Orient.-Childhood Education	4	4
Child Study	203-204 Art for Childhood Education	3	3
Child Study	207-208 Children's Literature	2	2
Psychology	201 Introductory Psychology	3	-
Psychology	204 Child Psychology	-	3
Elective(s):		3-6	3-6
Physical Education*		(1)	(1)
		<hr/> 15-18	<hr/> 15-18

\*Course required, but does not carry academic credit.

## HOME ECONOMICS

Home Economics has come to be one of the most satisfying branches of study for the young woman of today since it prepares her not only for marriage but also for a wide variety of job possibilities in the business world.

The Home Economics Department offers training and experience in three different specialties, each leading to the Associate in Science degree:

The FOODS AND NUTRITION major is a course of study preparing the student for the position of assistant dietitian in a hospital, school lunch-room assistant, tea-room or restaurant training programs. Intensive training is given in the causes, symptoms, and dietetic treatment of all diseases appropriate to this category. One full semester is devoted to the study and preparation of carefully planned and nutritionally sound disease dietaries for specific illnesses. Normal nutrition in health, from pre-natal care through infancy, childhood, adulthood to old age is also covered in this major.

In the CLOTHING AND FASHION DESIGN major the student learns basic art principles and illustration techniques, the skillful construction of clothing, draping and pattern making, and the fine points of dressmaking. Professionally, there is an open field for the talented and ambitious student in this major. Starting salaries are often modest but excellent opportunities for training and advancement are afforded in the wholesale and retail trade and in the areas of designing and patternmaking. Typical ultimate positions for majors pursuing more advanced training include situations in illustration, retailing, publicity, consulting, fashion show promotion, and fashion designing for lingerie, bridal and party gowns and other types of clothing.

The CAFETERIA AND RESTAURANT MANAGEMENT major, specially arranged, treats all aspects of food service to the public in school or industrial cafeterias, hospitals, or restaurants. Practical experience is gained through training and observation carried out in a carefully selected group of nearby hospitals and restaurants.

# HOME ECONOMICS (CLOTHING AND FASHION DESIGN)

## FIRST YEAR

## CREDIT HOURS

			First Semester	Second Semester
Art	105-106	Drawing and Design	3	3
Art	112	Figure Drawing	-	1
English	101-102	Freshman English	3	3
Home Economics	101-102	Fundamentals of Clothing	3	3
Home Economics	203	Fashion & Personal Design	3	-
Home Economics	205s	Textiles	-	3
Elective:	Liberal Arts subject required		3-4	2-4
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-17

## SECOND YEAR

Art	215-216	Fashion Illustration	4	4
Home Economics	201	Advanced Clothing	3	-
Home Economics	202	Draping & Pattern Drafting	-	3
Home Economics	207-208	Creative Fashion Design	2	2
Electives:	Liberal Arts subjects required		6-8	6-8
Physical Education*			(1)	(1)
			<hr/> 15-17	<hr/> 15-17

\*Course required, but does not carry academic credit.

# HOME ECONOMICS (FOODS AND NUTRITION)

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Home Economics	121-122	Foods	3	3
Science	111-112	General Chemistry		
	or			
Science	113-114	College Chemistry	3-4	3-4
Social Studies	111-112	Sociology	3	3
Elective:	As recommended by Adviser		3-4	3-4
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

Home Economics	221	Introductory		
		Nutrition	3	-
Home Economics	222	Therapeutic Nutrition	-	3
Psychology	201	Introductory		
		Psychology	3	-
Psychology	202	Psychology of		
		Personality	-	3
Science		Biological Science Elective	3-4	3-4
Social Studies	230-231	Principles of		
		Economics	3	3
Elective:	As recommended by Adviser		3	3
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-16

\*Course required, but does not carry academic credit.

## LIBERAL ARTS

One of the most significant aspects of the Lasell educational ideal is the belief that a young woman's college training ought not to be confined to the area of her vocational specialty alone, but that it should also be conducive to a fulfillment of her potentialities as a person and to her contentment and effectiveness as a member of society. The traditional assumption of American education is that the Liberal Arts can make the most important contribution to the realization of the second half of this ideal.

Possibly chief among the virtues of the Liberal Arts as an intellectual discipline is that their influence on life is not to be measured by any fluctuating standard of mere commercial utility, but that they tend rather to manifest their power in a lifelong process of maturation of the individual's capacity to think, to discriminate, and to enjoy. Granted the student's enthusiasm and a certain intelligence, study of the Liberal Arts can make an incalculable addition to the refinement of her taste and to the depth and intensity of her life in general.

A feature of a Lasell education is the care with which all curricula have been organized to achieve a correct balance of technical courses in any of the various fields of specialization offered with courses of a purely cultural nature in the area of the Liberal Arts. Certain minimum requirements in the Liberal Arts are specified in all of the curricula, but by a judicious use of her electives a Lasell girl can, regardless of her major field, graduate with an introduction to philosophy, the social sciences, literature and the arts sufficient to guide her reading and stimulate her intellectual growth for the rest of her life.

In addition to this basic contribution to the culture of the technically trained student, Lasell also offers a Liberal Arts major leading to the Associate in Arts degree. This major is designed to serve two types of student particularly: the girl who wants a full four-year Liberal Arts education and plans to transfer to a senior college after her graduation from Lasell, and the girl who shares this belief in the importance of the Liberal Arts in the culture of the individual but who cannot, for any of a variety of reasons, devote four years to their study.

The PRE-PROFESSIONAL curriculum is devoted to the preparatory training of the student who plans to continue with advanced work in some professional field (other than those already mentioned in the foregoing pages) after her graduation from Lasell. The curriculum is made up on an individual basis to satisfy the entrance requirements of the professional school of the student's choice. This curriculum is of special interest to the girl who intends to be a physio-therapist or occupational therapist, or to the nursing student who prefers to get her training in a hospital school of nursing rather than in the three-year Lasell program.



# LIBERAL ARTS (PRE-PROFESSIONAL)

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
English	101-102 Freshman English	3	3
French	Elementary, Intermediate or Advanced		
	or		
Spanish	Elementary, Intermediate or Advanced	3-4	3-4
Science	101-102 Zoology		
	or		
Science	113-114 College Chemistry		
	or		
Mathematics	201-202 College Algebra- Trigonometry	3-4	3-4
Social Studies	101-102 History of Civilization		
	or		
Social Studies	201-202 American History	3	3
Elective:	Liberal Arts subject required	3	3
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 15-17

## SECOND YEAR

English	Literature Elective	3	3
French	Intermediate or Advanced		
	or		
Spanish	Intermediate or Advanced	3-4	3-4
Electives:	Liberal Arts subjects required	9-10	9-10
Physical Education*		(1)	(1)
		<hr/> 15-17	<hr/> 15-17

\*Course required, but does not carry academic credit.

## EXECUTIVE SECRETARIAL

In keeping with the best interests of both business and the individual, the Executive Secretarial curriculum is designed to produce secretaries equipped with business skills demanded by employers today and at the same time to afford the means of obtaining contact with cultural and extracurricular experiences conducive to more effective living.

The technical courses in the Secretarial curriculum have been planned to offer not only the basic vocational skills in shorthand and typewriting, the operation of business machines, filing, maintenance of financial records, and business forms, but also to prepare the Secretarial graduate to appreciate the special problems of business, and to understand and accept the responsibilities which will be given her. Supplementary elective courses chosen from a wide field of Liberal Arts subjects assist the new secretary to enter upon her career in business as a competent and well-informed young woman.

Standards of proficiency in the fundamental secretarial skills of shorthand and typewriting are purposely high, and the student is expected to exceed the minimum requirements in both speed and accuracy if she wishes to achieve success in the highly competitive search for the top secretarial positions in the business world.

Every year graduates of the Lasell Secretarial Department go into responsible careers in the various fields of law, insurance, advertising, manufacturing, education, radio, and aviation, and wherever else well-trained and well-educated clerical or secretarial assistants are in demand. In general, secretarial training paves the way to earning a livelihood, to building a prolonged career in business, or to filling a place of leadership and responsibility in industry, the community, or the home.

A special feature of the Secretarial curriculum is the Business Workshop, required of all Secretarial seniors, where the students gain first-hand experience in the use of a wide variety of dictation and other business machines under conditions simulating an actual office. The Secretarial Department also makes available to the student body a non-professional typewriting course designed for the student in other departments of the College who would find a knowledge of the subject useful for correspondence, term papers, or manuscripts.

## EXECUTIVE SECRETARIAL

FIRST YEAR		CREDIT HOURS	
		First Semester	Second Semester
English	101-102 Freshman English	3	3
Secretarial	101-102 Elementary Shorthand		
	or		
Secretarial	103-104 Intermediate Shorthand	4	4
Secretarial	111-112 Elementary Typewriting		
	or		
Secretarial	113-114 Intermediate		
	Typewriting	3-2	3-2
Secretarial	121s Business Arithmetic	3	-
Secretarial	136s Business Law	-	3
Elective:	Liberal Arts subject required	3-4	3-4
Orientation*		(1)	
Physical Education*		(1)	(1)
		<hr/>	<hr/>
		15-17	15-17

## SECOND YEAR

Secretarial	201-202 Advanced Shorthand	4	4
Secretarial	211-212 Advanced Typewriting	2	2
Secretarial	231-232 Secretarial Training	2	2
Secretarial	237s Business Workshop	1	-
Secretarial	223-224 Accounting		
	or		
Social Studies	230-231 Principles of Economics	3	3
Elective(s):	Liberal Arts subject(s) required	3-6	4
Physical Education*		(1)	(1)
		<hr/>	<hr/>
		15-18	15-18

\*Course required, but does not carry academic credit.

## MEDICAL SECRETARIAL

Medicine and its related fields have been found to hold a high place on the list of career interests of many young women today, and for those who find it impossible to undertake the long program of professional training necessary to become a doctor of medicine or a registered nurse, the position of medical secretary offers a challenging and rewarding alternative. Job opportunities are nearly unlimited in doctors' offices, hospitals, clinics, medical departments of insurance companies, state or city health departments, pharmaceutical houses, and in many other offices where a combination of secretarial and scientific training is an indispensable requirement.

The Medical Secretarial curriculum is built on a solid foundation of science courses, such as anatomy, physiology, and chemistry, in addition to a full year of practice in the laboratory techniques particularly useful to the medical secretary. On the basis of this training the student is prepared to handle the routine clinical operations which will be her job in the average doctor's office, such as chemical and microscopic urinalysis, blood counts and blood typing, pulse rates, body temperatures, and preparation of injections.

Concurrently with her scientific training, the student is being prepared to handle routine office procedures, to make appointments, to greet patients, keep financial records, to take medical case histories and other records both from shorthand notes and machine dictation, and to develop an understanding of and familiarity with medical problems through a constant study of medical terminology.

The Medical Secretarial curriculum is subject to a constant process of re-evaluation in order to keep its offerings parallel to recent developments and new discoveries in the rapidly changing field of medicine which will have an effect on clinical practices or office procedures important to the effectiveness of the doctor's secretary. In addition to classroom exercises and laboratory experience, field trips to the clinical laboratories of a near-by hospital help the student gain a working knowledge of basal metabolisms and electrocardiograms.

An interesting by-product of the Medical Secretarial curriculum is the fact that the experience of the course is frequently a vital factor in the decision of a number of medical secretaries to further their education as medical technicians or nurses.

# MEDICAL SECRETARIAL

		FIRST YEAR	CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Science	103-104	Anatomy and Physiology	3	3
Science	111s	General Chemistry	3	
Secretarial	101-102	Elementary Shorthand		
	or			
Secretarial	103-104	Intermediate Shorthand	4	4
Secretarial	111-112	Elementary Typewriting		
	or			
Secretarial	113-114	Intermediate Typewriting	3-2	3-2
Elective:		Liberal Arts subject required	-	3
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-16

## SECOND YEAR

Science	207-208	Lab. Tech. for the Med. Sec.	3	3
Secretarial	207-208	Advanced Medical Shorthand	4	4
Secretarial	211-212	Advanced Typewriting	2	2
Secretarial	226	Professional Book-keeping	-	3
Secretarial	233	Medical Sec. Practice	3	-
Elective(s):		Liberal Arts subject(s) required	3-6	3-6
Physical Education*			(1)	(1)
			<hr/> 15-18	<hr/> 15-18

\*Course required, but does not carry academic credit.



## NURSING

**GENERAL INFORMATION** The Lasell Nursing Program, established in 1954, provides three years of carefully integrated academic education and professional experience leading to an Associate in Science degree. Upon completion of this program the student is eligible to take the Massachusetts State Board examinations in order to qualify as a Registered Nurse (R.N.).

For the first two academic years students combine laboratory sciences, Liberal Arts courses, and nursing subjects with clinical experience at the Peter Bent Brigham Hospital in Boston. Students are afforded the opportunities of a college environment enriched with a variety of extra-curricular activities designed to develop the student's intellectual, social, and emotional maturity as she prepares for professional nursing.

During the summer sessions and the third year, students are in residence at the Peter Bent Brigham Hospital, Boston Lying-in Hospital, Children's Medical Center, and the Massachusetts Mental Health Center. These facilities provide excellent opportunities for students to augment theory and to acquire good clinical experience in major areas of nursing. Patient care is closely correlated with the classroom instruction and supplemented by ward clinics and conferences to make the learning process effective and meaningful.

The Lasell Nursing Program is planned to prepare students to function effectively as professional staff nurses with the patient's physical, emotional, and spiritual welfare as the primary consideration. Those who wish to continue their nursing education transfer to a senior college or university for the bachelor's degree in Nursing after the completion of the Lasell Program.

**ENTRANCE REQUIREMENTS** A student applying for the Lasell Nursing Program should be able to submit an above-average college preparatory record of sixteen units, including four units of English, two units in mathematics, two units in science (one of which should be chemistry), and two units in social studies. Two years or more of a foreign language are strongly advised. A Nursing candidate must also earn satisfactory scores on Nursing Aptitude tests. She must be in excellent physical health and have ability and character ratings that indicate success in the nursing profession. Finally, she must be a person with a sincere desire to dedicate her interests and energies to the finest traditions of the nursing profession.

**EXPENSES** The cost for the first two years of the Nursing Program is the same as for students in any of the other Lasell curricula, except for moderate additional charges for transportation to and from the Hospital and for the required uniforms. Expenses for each of the first two summer sessions will be \$150.00. The charge for the third year of required hospital experience (including affiliations) should not exceed the current tuition rate of \$980.00.

# NURSING

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Nursing	103-104	Fundamentals of Nursing	5	5
Science	206	Microbiology	-	3
Science	103-104	Anatomy & Physiology	3	3
Science	111-112	General Chemistry	3	3
Social Studies	111	Sociology	3	-
Orientation *			(1)	-
Physical Education *			(1)	(1)
			<hr/> 17	<hr/> 17

## FIRST SUMMER SESSION

Nursing +	x109	Med. & Surgical Nursing I	8
Nursing +	x111	Operating Room Nursing	4
			<hr/> 12

## SECOND YEAR

Home Economics	221	Introductory Nutrition	3	-
Home Economics	222	Therapeutic Nutrition	-	3
Nursing +	201-202	Med. & Surgical Nursing II	5	5
Nursing	207	Therapeutic Foods	-	1
Psychology	201	Introductory Psychology	3	-
Psychology	202	Psychology of Personality	-	3
Electives:	Liberal Arts subjects required		5-7	5-6
Physical Education *			(1)	(1)
			<hr/> 16-18	<hr/> 16-18

+ Clinical Practice at affiliating hospitals.

\* Course required, but no academic credit given.

4 hours per week of Clinical Practice carry one semester hour of credit.

## NURSING

### SECOND SUMMER SESSION

### CREDIT HOURS

+ Nursing	x211	History of Nursing	1
+ Nursing	x203	Medical & Surgical Nursing III	6
			<hr/> 7

### THIRD YEAR

+ Nursing	301	Professional Adjustments	1
+ Nursing	303	Senior Nursing Seminars	2
+ Nursing	305	Out-Patient Nursing	4
+ Nursing	307	Obstetric Nursing	6
+ Nursing	309	Pediatric Nursing	6
+ Nursing	311	Psychiatric Nursing	6
			<hr/> 25

+ Clinical Practice at affiliating hospitals.

\* Course required, but no academic credit given.

4 hours per week of Clinical Practice carry one semester hour of credit.

## MEDICAL TECHNOLOGY

The Pre-Clinical Medical Technology curriculum offers the student the first three years of preparation for the career of Registered Medical Technician. Medical technology is a relatively new specialty in the field of medicine, and its rapid growth in importance in recent years makes it an extremely attractive vocation, from the point of view of both the nature of the work involved and the wide choice of employment possibilities open to the qualified person. The great and growing number of medical laboratories in private medicine, public health, hospitals, and industry have created a constant demand for technicians meeting the high personal and professional standards involved.

Upon completion of a year of hospital training, where she will gain practical laboratory experience, under carefully controlled conditions, in hematology, parasitology, histology, and serology, a student is eligible to take qualifying examinations given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as registered medical technician.

### MEDICAL TECHNOLOGY

FIRST YEAR			CREDIT HOURS	
			First Semester	Second Semester
English	101-102	Freshman English	3	3
Mathematics	201	College Algebra	3	-
Science	101-102	Zoology	4	4
Science	113-114	College Chemistry	4	4
Elective(s):	Liberal Arts subjects required		2-4	5-7
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 16-18	<hr/> 16-18

\*Course required, but does not carry academic credit.

## SECOND YEAR

Psychology	201	Introductory Psychology	3	-
Psychology	202	Psychology of Personality	-	3
Science	203-204	Adv. Anat. & Phy.	4	4
Science	222	Quant. Anal.	-	4
Science	223	Qual. Anal.	4	-
Electives:	Liberal Arts subjects required		6-7	6-7
Physical Education*			(1)	(1)
			<hr/> 17-18	<hr/> 17-18

## THIRD YEAR

Science	205	Med. Lab. Tech.	3	-
Science	206	Microbiology	-	3
Science	221	Organic Chemistry	4	-
Science	224	Biochemistry	-	4
Electives:	Liberal Arts subjects required		9	9
			<hr/> 16	<hr/> 16

\*Course required, but does not carry academic credit.



## RETAILING

The Retailing curriculum prepares the student to qualify for the many excellent opportunities that exist in the field of merchandising today. Lasell's proximity to Boston makes it possible to supplement work in the classroom with frequent appearances by guest lecturers in publicity, management, personnel and other specialties in the Retailing field.

The Retailing curriculum develops an understanding in the student of the place of merchandising in our economic organization. At the same time practical knowledge of merchandise itself is provided in courses emphasizing design, color, materials, and construction. Other courses in salesmanship, the problems of business organization and management, buying techniques, personnel relations, credit procedures, merchandising mathematics, and statistics give the student an appreciation of the vast undertaking represented by modern American retailing.

Through electives, Retailing majors not only strengthen their preparation in their special field, but add to the enrichment of their cultural backgrounds with course work in music, dramatics, history, science and literature.

A special feature of the Retailing curriculum at Lasell is the annual work period required of all majors in the field. Under this arrangement, students are assigned to any of a number of cooperating department stores either in the Boston area or near their own homes, where they spend the period between Thanksgiving and Christmas in gaining first-hand experience of retailing promotional techniques, working conditions, and store management.

Retailing majors should be able to meet the minimum employment requirements of the cooperating stores in the program, and to secure and hold their positions. It is not necessary for students to try to obtain positions before registering at the College since all arrangements are made by, and subject to the approval of, the Chairman of the Retailing Department. It is helpful if the student can arrange to include two dark suits or dresses suitable for business wear in her wardrobe, in order to be prepared to conform to the dress regulations of many of the stores cooperating in the Retailing work period program.

## RETAILING

### FIRST YEAR

### CREDIT HOURS

			First Semester	Second Semester
English	101-102	Freshman English	3	3
Home Economics	205s	Textiles	-	3
Mathematics	104	Mathematics for		
		Retailers	-	2
Retailing	101	Sales & Merchandise		
		Information	2	-
Retailing	102	Store Organization &		
		Management	-	2
Secretarial	109	(If necessary) General		
		Typewriting	2	-
Speech	105-106	Speech	2	2
Electives:	Liberal Arts subjects required		6-8	3-4
Orientation*			(1)	
Physical Education*			(1)	(1)
			<hr/> 15-17	<hr/> 15-16

### SECOND YEAR

Psychology	201	Introductory		
		Psychology	3	-
Psychology	202	Psychology of		
		Personality	-	3
Retailing	105-106	Color, Line and Design	3	3
Social Studies	230-231	Principles of Economics	3	3
Retailing	201-202	Retail Training	3	3
Electives:	Liberal Arts subjects required		3-4	3-4
Physical Education*			(1)	(1)
			<hr/> 15-16	<hr/> 15-16

\*Course required, but does not carry academic credit.

## GENERAL ACADEMIC CURRICULUM

In recognition of the almost endless variations in background, interest, and talent that exist in any representative group of young women, Lasell has long made it a policy to assist in the arrangement of individual programs calculated to satisfy the needs and fulfill the potentialities of students whose aims or natural gifts seem to point in a direction not covered by any of the more or less standard collegiate curricula. In addition to the major fields outlined in the preceding pages, the College offers a General Academic Curriculum; this permits the student a certain latitude in her choice of subjects, the underlying principles being that the completed program must meet the student's serious vocational or personal needs, and that it must form, in the opinion of the student's adviser, a coherent and integrated plan of study without falling into the extremes of over-specialization or miscellaneousness.

The General Academic Curriculum, leading to the Associate in Arts degree, is built around a core of Liberal Arts electives, with a minimum of 36 semester hours required in this area, but with the added possibility of a number of electives both years in non-Liberal Arts subjects. The curriculum is designed for the girl who would like to combine a liberal education with the opportunity to follow a side interest in one of the arts or to equip herself with the fundamentals of some of the basic skills of the business office.

## COURSES OF INSTRUCTION

**COURSE NUMBERS** The numbering system used to identify the course offerings described hereafter is based on a division of all courses into "100," or primarily freshman courses, and "200," or senior courses. This division is intended to serve as a general guide only, and in making up her program the student should be aware that there is a number of courses in which the enrollment is almost equally divided between freshmen and seniors, and that in cases of special interest, special aptitude, or even of mere conflict in scheduled hours, exceptions can frequently be arranged after consultation with the student's academic adviser and the instructor of the course in question.

Odd-numbered courses are offered in the first semester only; even-numbered courses, the second semester. An odd number followed by the letter S indicates a one-semester course offered both semesters. Courses identified by two numbers separated by a hyphen ("English 101-102") are year courses which must be taken as a unit. When the two numbers are separated by a semi-colon ("Social Studies 207; 208"), the course is a year course which may be entered or dropped between semesters. "300" courses and courses whose numbers are preceded by the letter X apply to the Nursing Program only, and indicate "third year" and "summer session," respectively. The College reserves the right not to offer a class for which fewer than six students enroll.

Course numbers preceded by a star indicate Liberal Arts courses which carry transfer credit.

Numerals in parentheses to the right of the course title give the total credit in semester hours carried by the course. In general, a semester hour of credit represents one hour a week of lecture or two hours of laboratory or studio work.

All courses listed may not be offered in any one semester or even in any one year.

### ART

#### \*ART 103; 104. History and Appreciation of Art I

(6)

The first semester of this course in the history of art is devoted to an introduction to the visual elements of art expression, followed by a study of Prehistoric, Egyptian, Aegean, and Greek art, Etruscan and Roman art, the art of the Middle Ages, and the Renaissance. Emphasis is placed on the development of an understanding of the work of art in relation to its particular cultural background.

The second semester, a continuation of the study of the history of art, deals with Flemish, German, Spanish, Dutch, English, and American art. The last quarter is devoted to a study of contemporary art in many aspects.

**ART 105-106. Drawing and Design**

(6)

This course is a study of the fundamentals of design through their application to specific design problems. The student is introduced to many different media, such as, crayon, ink, watercolor, etc., and many different methods, i.e., collage, structural design, block-printing, etc., and is encouraged to experiment under a controlled classroom atmosphere. Special emphasis is placed on the development of personal interpretation and style, as well as emphasis on design problems related to specialized areas, i.e., interior design, crafts, etc.

**ART 107. Drafting and Sketching**

(1)

This is a basic course introducing the student to primary mechanical drawing practices and to the principal methods of achieving the illusion of three-dimensional form, space, and distance on a two-dimensional surface. Lectures and studio work include projects in mechanical and freehand perspective drawings, renderings, and measured plan and elevation views of building interiors and exteriors, furniture, accessories, figures and landscapes.

**ART 109-110. General Crafts**

(4)

This is a study of crafts, ceramics, metalsmithing and textile, as art forms. The student uses basic materials such as clay and metal as the foundation for the development for design. This subject will develop along with Drawing and Design, with a study of the fundamentals of design in relationship to these craft materials. Emphasis is placed on experimentation, finding the inherent qualities of material and developing them into useful objects. Study of the development of crafts throughout the world and of current professional craftsmen is encouraged. Field trips and demonstrations are arranged.

**ART 112. Figure Drawing**

(1)

This course emphasizes the development of sensitive observation of the human figure. Through various experiments, the movement, planes and line, form or bulk of the figure can be fully comprehended. The student at first is concerned with acquiring a definite physical and emotional identification with the subject, through the use of contour, gesture, and modelled drawings, which result in a sensitive, penetrating study of the figure.



## ART 121. Lettering

(2)

This course is a study of the "letter" as a designed form, both in creative lettering and mechanical printing. The student is introduced to the basic structure and development of many alphabet styles that can be applied to specific problems. Understanding and appreciation of materials, their use, and care are necessary requirements of this course, as well as the student's discriminating selection of materials to suit a given problem.

## \*ART 201; 202. History and Appreciation of Art II

(6)

The first semester consists of lectures and discussions with emphasis upon the architecture, painting and sculpture of the primitive cultures of Africa and Oceania, the ancient and medieval cultures of the Americas and the classic cultures of Central and Eastern Asia. Assignments include research papers and readings within selected fields of art and occasional field trips.

The second semester includes lectures and discussions covering the influences of the changing patterns of art philosophy upon the standards of taste, the various world-wide differences in qualifications of beauty, and current methods of art criticism. Assignments include research papers, selected readings, and occasional field trips.

## ART 203-204. Painting

(4)

In this second-year course the student continues the various approaches to drawing and design initiated in her first-year program with emphasis on work in oil and water color painting. The ideal of the course is that each student may have the opportunity of developing her personal means of expression. Subject matter and media vary according to individual needs. Lectures accompanied by slides and films and discussions center about current trends in painting. Outside sketching assignments are necessary. Prerequisite: ART 105-106.

## ART 205-206. Figure Drawing

(4)

The various approaches to figure drawing, as seen in the first year, are continued, with emphasis placed on more sustained studies in watercolor, tempera, crayons, and pastels. The problems considered include color, light and shadow, proportion, and individual interpretation, which contribute to the mood of the study. Group poses are used and the figure is considered in relation to its environment and to the mechanics of composition.

## **ART 213-214. Interior Design**

**(8)**

The course consists of lectures and studio work giving the student technical experience in the theories and practices of residential and commercial interior designing. Emphasis, through plans, renderings, and scale models, is placed upon the visual presentation of imaginative ideas and solutions to the designing problems of function, material selection, style and cost.

## **ART 215-216. Fashion Illustration**

**(8)**

The emphasis of this course is placed on the drawing of the human figure as applied to fashion. Lectures introduce rendering techniques, layout work, lettering, reproduction processes, in preparation for the creation of complete fashion layouts. The student is taught to analyze current drawing and illustration trends, and well-known fashion illustrators' and designers' works, thus keeping in touch with the very pulse of fashion.

The second semester features the continued development of figure drawing, rendering techniques, and layout planning in a more professional, stylized and individual manner. The preparing and assembling of a portfolio is reserved as a final project.

## **ART 217-218. Advertising Design**

**(8)**

An accelerated course in definitive problems that adhere to the limitations of commercial design. Knowledge and practical application of production requirements, printing, media (newspapers, magazines, direct-mail), typography and layout from the visual to the finished art. Creative ideas and technique experiment are developed for a field that requires style and originality. Field trips to printing concerns and agencies may be arranged.

## **CHILD STUDY**

### **CHILD STUDY 101-102. Child Development**

**(6)**

This course deals with the growth and development of children from conception through adolescence (with emphasis on infancy and the pre-school years) as observable from the child's daily life and activities. Class discussions concern characteristic behavior as related to the growth sequence; the influences of adult guidance; and the health, welfare, and social environment of young children. Corequisite or prerequisite: Science 101-102, or 103-104.

**CHILD STUDY 201-202. Orientation in Early  
Childhood Education**

**(8)**

This course is a survey of the field of early childhood education. Discussions cover the essentials of good education for young children; methods by which the modern nursery school and kindergarten seek to meet the physical, social, emotional, and intellectual needs of young children; qualifications for teachers of young children; and career opportunities in the field. Three hours per week at the Lasell Child Study Center provide opportunity for practical experience in the observation of childhood development and behavior. Prerequisite: Child Study 101-102.

**CHILD STUDY 203-204. Art for Childhood Education**

**(6)**

This course for Child Study students is planned to meet their future needs in teaching young children. Art, as an important means through which the child develops, is presented in a series of problems in which the student experiments with a variety of materials which aid her in developing the necessary ability to present art experiences to children. The student gains an understanding of the child's approach to art, a knowledge of the kinds of art which encourage creativity, and an appreciation of the standards used in judging child art. Readings in the field of art education and lectures accompanied by slides are included.

**MUSIC 105-106. Basic Music for Child Study Majors**

**(4 or 6)**

For a description of this course, see under Music.

**\*PSYCHOLOGY 204. Child Psychology**

**(3)**

For a description of this course, see under Psychology.

**CHILD STUDY 207-208. Children's Literature**

**(4)**

This course is devoted to a study of the classics in the literature for children up to and including the work of the best contemporary writers in the field. Students practice story-telling to children's groups in the third quarter of the course, and write stories of their own in the last quarter. Field trips are included. Prerequisite: Speech 105-106.

## **DRAMATICS**

**DRAMATICS 101-102. Fundamentals of Play Production**

**(4)**

This course provides a foundation in the techniques of staging through active participation in the choosing of plays, preparation of sets and

properties, acting, costuming, make-up, lighting, publicity, and house management for the major college productions of the year. Observation and discussion lead to appreciation of the current trends and problems in the world of the theatre. Members of the class automatically become members of the Lasell Workshop Players.

## ENGLISH

### \*ENGLISH 101-102. Freshman English

(6)

The first semester of this course is devoted to the development of efficient skills in reading subject matter of graded complexity and in writing simple, clear, and effective English prose. An anthology of thought-provoking essays and a weekly theme are the principal tools of the course. Use of the library and the writing of the research paper are also covered, and in general every effort is made to help each student establish for herself the highest possible standards of literacy and technical correctness.

In the second semester the emphasis of the course is modified to include the study of four literary types—poetry, plays, short stories, and the novel—the reading and discussion of which serve as the point of departure for the written exercises assigned in this half of the year.

During both semesters, however, individual instruction outside scheduled class hours, and remedial work in small groups under the direction of the instructor, form an integral part of the content of the course.

### \*ENGLISH 201-202. English Literature

(6)

This course is organized around the proposition that the literature of England constitutes the chief artistic inheritance of all English-speaking people everywhere and that a knowledge of this literature is an indispensable part of every American's culture. The first semester surveys the major figures of English literary history from Chaucer, Spenser, Shakespeare and Milton through the first half of the Eighteenth Century. The second semester spans the period from Dr. Johnson to T. S. Eliot.

### \*ENGLISH 205-206. American Literature

(6)

A survey of the history of literary thought in America from Colonial times to the present, with emphasis on those writers whose intrinsic merit will lead the student to a deeper appreciation of reading. The course stresses such representative writers as Edwards, Bryant, Hawthorne, Poe, Melville, Emerson, Thoreau, Whitman, Mark Twain, Henry James, Dreiser,

Hemingway, and Frost. Advantage is taken of Lasell's location near the literary landmarks of greater Boston to add interest to the course.

**\*ENGLISH 209. World Literature (3)**

A survey of the literary masterpieces of the world (English and American works excepted) in translation. The emphasis throughout the course is not only upon the content and form of the individual work, but also upon its relationship to the cultural background of the period in which it was written. Such representative writers as Homer, Sophocles, Plato, Horace, Vergil, and Dante are included.

**\*ENGLISH 210. World Literature (3)**

This course is a continuation of English 209, with special emphasis upon the works of Molière, Voltaire, Goethe, Ibsen, Flaubert, Dostoevsky and Tolstoy.

**\*ENGLISH 212. The Bible as Literature (3)**

A study of the literary history of the Bible. To this end, an investigation is made of the formative influences and materials, including the manuscript sources and versions. The various types of literature included in the Old and New Testaments are analyzed and described, and then illustrated by extensive reading assignments. The point of view maintained throughout the course is that a first-hand knowledge of the Bible as one of the world's great literary masterpieces is indispensable to a cultural education.

**\*ENGLISH 215; 216. The English Novel (6)**

Although this course will survey the entire history of the novel in English from its Elizabethan origins onward, the principal emphasis will remain focused on the great figures in English fiction of the Nineteenth and Twentieth Centuries. Reading for the first semester will range from Fielding through Thomas Hardy, while the second semester will bring the study down to include the most significant novelists of our own day.

**\*ENGLISH 217-218. Contemporary Literature (6)**

A chronological survey of the major literary contributions of the Twentieth Century with special emphasis on poetry and the short novel. Principal figures studied will be Yeats, Joyce, Unamuno, Eliot, Woolf, Gide, Mann, Frost, Thomas, Camus, and Moravia. An understanding of critical judgment and a sense of contemporary literary values will be developed through class discussion of major thought patterns of the century, analysis of literary techniques, and individually assigned readings related to the student's interests. Open only to seniors.



## FRENCH

### \*FRENCH 101-102. Elementary French (8)

First-year college French. The course introduces the student to the fundamentals of French grammar and reading, with special emphasis on pronunciation. Particular attention is given to conversation concerning French daily life and cultural background.

### \*FRENCH 103-104. Intermediate French (8)

This course is open to students offering two units of high school or one year of college French. It includes grammar review, reading, conversation, composition and vocabulary building. One of the chief purposes of the course is to familiarize the student more fully with colloquial French and to enhance her fluency in daily conversation.

### \*FRENCH 201-202. Advanced French (6)

Students offering three units of high school French or French 103-104 are eligible to take this course. Advanced French grammar and free composition are studied, with special attention to conversation and the use of idiomatic expressions. Reading texts are chosen from the best modern French literature. Language records and the tape recorder help the student gain fluency.

### \*FRENCH 225-226. Survey of French Literature (6)

The reading and class discussion of representative works by the most significant writers in French literary history constitute the basis of this survey. In general, the first semester is devoted to the literature of the Middle Ages, the Renaissance, and the Seventeenth Century; the second semester to the Eighteenth, Nineteenth and Twentieth Centuries. Four units of high school French or French 201-202 are prerequisite.

## HOME ECONOMICS

### HOME ECONOMICS 101-102. Fundamentals of Clothing (6)

Through the construction of cotton, wool, and rayon garments, the student learns the use and care of the sewing machine; the fundamental construction processes; the selection, use and alteration of commercial patterns; and the fitting of garments. Instruction in hand sewing, both plain and decorative, and the care and repair of clothing are also included. Individuality in

color, line and design of the garments made is emphasized. This full year of clothing study is open as an elective for freshmen and seniors for September registration.

**HOME ECONOMICS 121-122. Foods (6)**

A study of the principles of food preparation in relation to meal planning. Consideration is given to problems involved in the purchase of food and the planning, preparation and serving of meals. In lectures, special emphasis is placed on nutritional values and on organization and management of time, money and energy in relation to meal planning. Corequisite: Science 111-112 or Science 113-114.

**HOME ECONOMICS 201. Advanced Clothing (3)**

This course consists of a concentrated study of commercial patterns, including French and original designs, and some experience in pattern drafting. Work on silk and wool garments with special emphasis on tailoring is included, as well as advanced study of construction and line in which each student is encouraged to develop individuality in dress. A special study is made of the underlying principles of selecting and constructing suitable clothing for children. Prerequisites: Home Economics 101-102, except by permission of the instructor.

**HOME ECONOMICS 202. Draping and Pattern Drafting (3)**

The basic principles of designing are taught in this course by draping in muslin directly on the dress form. Elementary techniques of pattern making and practice in drafting a pattern either from the draped garment or from a sketch are also covered. Each student is required to have her own dress form, which may be purchased through the College if desired. Prerequisite: Home Economics 201.

**HOME ECONOMICS 203. Fashion and Personal Design (3)**

A study of color, line, and the history of costume designed to aid the student in developing an understanding of fashion and its importance to the individual and society. During the first quarter, emphasis is placed on the study of art principles and how they are related to clothing. The second quarter is mainly concerned with the history of costume.

**HOME ECONOMICS 205s. Textiles (3)**

This course includes the history and development of the textile industry; the study of fibres and the processes of manufacture; the identification and economic use of fabrics; and the selection, care, and hygiene of clothing.

**HOME ECONOMICS 207-208. Creative Fashion Design (4)**

This is a more advanced course for majors in Clothing and Fashion Design in which the student learns to apply the theories of pattern drafting, clothing construction, and personal analysis in a creative way through the use of fashion designing as an art medium. Corequisite: Home Economics 201.

**HOME ECONOMICS 221. Introductory Nutrition (3)**

A study of the fundamentals of nutrition and the scientific use of diet in health and disease. In lectures, special emphasis is placed on the nutritive requirements of the body, menu planning, and diet for special conditions. Prerequisites: Home Economics 121-122 and Science 111-112.

**HOME ECONOMICS 222. Therapeutic Nutrition (3)**

A concentrated study of physical diseases and their causes, treatment, and nutritional requirements forms the basis of this course. Balanced medical dietaries are planned for a variety of specific diseases in order to familiarize the student with all types of required nutritional care. Prerequisite: Home Economics 221.

**HOME ECONOMICS 235s. Management for Effective Living (2)**

A survey course for seniors who are interested in information directly applicable to homemaking. Materials selected for study include housing problems, household and personal finances, budgeting, household buying, and discussion of family relations.

**HOME ECONOMICS 237s. Elective Foods (2)**

A concentrated meal planning and preparation course specifically designed for the future homemaker. Timing plans, methods of cooking, preparation and service of meals, teas, and other forms of refreshment are completely covered. One field trip will be arranged to visit a local market for quality, quantity, and comparative price study. A white coverall apron is required. For freshmen by special permission of the instructor only.

# MATHEMATICS

## MATHEMATICS 103. Review Mathematics

A survey of the fundamentals of mathematics particularly designed to fit the needs of freshmen. Emphasis of the course is placed on the development of speed and accuracy in calculation. Not for credit.

## MATHEMATICS 104. Mathematics for Retailers (2)

Intended for freshmen in the Retailing curriculum, the course reviews the fundamentals of arithmetic, with emphasis on speed and accuracy. Problems of markup and markdown, methods of figuring inventories, stock turnover, stock-sales ratios, and the computation of profits are also included.

## \*MATHEMATICS 201. College Algebra (3)

This course includes permutations, combinations, probability, complex numbers, theory of equations, and also an introduction to analytic geometry and to the calculus. Prerequisite: high school Algebra 2.

## \*MATHEMATICS 202. Trigonometry (3)

Definitions and relations of the six trigonometric functions as ratios; proof of fundamental formulas and simple identities derived from them; solution of simple trigonometric equations; derivation of law of sines and law of cosines; theory and use of logarithms; solution of right and oblique triangles and practical applications. Prerequisite: high school Geometry.

# MUSIC

## \*MUSIC 101-102. Introduction to Instrumental Music (6)

This course is a study in the enjoyment and appreciation of music from the standpoint of the general listener. The history of music will be covered briefly and certain master works from important periods of musical development will be studied in detail. Particular emphasis will be placed on symphonic form and the orchestra.

## MUSIC 105-106. Basic Music for Child Study Majors

(4 or 6)

One hour a week of this course will be devoted to the teaching of music for children, with emphasis on songs, rhythmic games and instruments. During two further hours a week, the fundamentals of music notation and work at the piano will be taught to enable the student to play simple accompaniments. Students already possessing an adequate background in piano will be excused from these latter two hours by passing an audition in sight reading and piano technique. The second semester's work will include practice drills in sight reading and in harmonizing simple children's songs.

## \*MUSIC 201-202. Introduction to Opera

(6)

This course, like MUSIC 101-102, is a study in the enjoyment of music from the standpoint of the general listener, with the difference that the emphasis is on music written for the human voice. Operatic works by Monteverdi, Mozart, Rossini, Verdi, Wagner, Bizet, Puccini, and Stravinsky will be studied in detail.

## \*MUSIC 250-251. Elementary Harmony

Private lessons in elementary harmony are available by special arrangement through the individual student's Academic Adviser.

## MUSIC a. Applied Music

The study of applied music is available for beginners and for students in all stages of advancement. Lessons in voice, piano and organ, and other instruments may be taken.

## MUSIC b. The Orphean Club

This Club aims to develop the vocal talent of the College by means of the highest type of ensemble music for women's voice. All students who pass the simple tests given in voice are eligible to become active members of the Club and to continue as such during their connection with the College. Members of the Orphean Club are required to serve in the Choir as occasion demands, and are subject to the rehearsal schedule of that organization. (See Music c.)

## MUSIC c. The College Choir

The Choir is composed of thirty students who are taken from the Orphean Club. Since this group is changed monthly, each member of Orphean has an opportunity to serve in the Choir at least once each year. The Choir sings for the College chapel services and presents special music for services preceding the Christmas and Easter vacations. Occasionally the Choir accepts invitations to sing away from the campus or to broadcast on the radio.



## **NURSING**

### **NURSING 103-104. Fundamentals of Nursing (10)**

An introductory course designed to provide a foundation for future clinical courses in the Nursing curriculum. The course focuses attention on the development of scientific skills and understandings which are necessary to meet the basic physical and psychological needs of the ill. Also considered are the professional aspects of nursing and the guiding principles involving professional ethics of the nursing profession today. A unit in Pharmacology is concerned with common pharmaceutical terms and symbols, methods of computing dosages of drugs, preparation of solutions, and the principles and techniques of medicine administration.

### **NURSING x109. Medical and Surgical Nursing I (8)**

This course involves the principles and practice of comprehensive nursing care in relation to major health problems. Correlation of theory with practice is achieved through assigning students, under close supervision, to care for patients with conditions that have recently been discussed in class. Stress is placed upon the meaning of specific illnesses to the patient, and the challenge to the nurse as a member of the health team. Public health and dietary aspects of nursing are integrated. Particular emphasis in this course is on cardio-vascular-renal conditions.

### **NURSING x111. Operating Room Nursing (4)**

This course is conducted in the Operating Room of the Peter Bent Brigham Hospital where the student learns to apply the principles underlying surgical asepsis and techniques used in operative care and the part surgery plays in the total experience of the patient.

### **MATHEMATICS 103. Review Mathematics**

For a description of this course, see under Mathematics.

### **NURSING 201-202. Medical and Surgical Nursing II (10)**

A continuation of Nursing x109 with emphasis on the specialized care of patients with major health problems in order of prevalence.

### **NURSING x203. Medical and Surgical Nursing III (6)**

An advanced study of medical and surgical conditions emphasizing comprehensive care to selected patients through clinical experience in the hospital, group conferences, discussions, and special projects. It also includes a unit on disaster nursing.

## **NURSING 207. Therapeutic Foods**

**(1)**

Through laboratory work and the application of nutritional studies of food the student learns the methods of preparation and service in order to tempt the patient and supply him with proper food nutrients. Skills in methods of cookery and handling of food are given special consideration. The planning of appetizing, well balanced and attractive meals for the sick and convalescent is stressed.

## **NURSING x211. History of Nursing**

**(1)**

A study of the evolution of nursing from ancient civilizations to the present time. Its purpose is to develop appreciation of the unique tradition of nursing and of the personalities whose contributions and high standards of leadership have fostered its professional status.

## **NURSING 301. Professional Adjustments**

**(1)**

This course is planned to help the student understand the responsibilities she will be expected to assume as a graduate professional nurse. In addition, discussion of the limitless opportunities available in nursing assists her to select the area in which she may function most effectively.

## **NURSING 303. Senior Nursing Seminars**

**(2)**

Through student discussions and presentations, the major health problems are presented utilizing knowledge, skills, and attitudes acquired through previous basic courses and experiences.

## **NURSING 305. Out-Patient Nursing**

**(4)**

This course is given in the Out-Patient Department of the Peter Bent Brigham Hospital and integrates Public Health nursing principles and health education. This includes theory and experience with the ambulatory patient in the clinic. It is designed to help students better understand what is meant by health education and the part they play as professional people in its interpretation to the public.

## **NURSING 307. Obstetric Nursing**

**(6)**

An affiliation at Boston Lying-in Hospital offers instruction and experience in obstetrical nursing. This program includes the care of mother and baby before, during, and after delivery, with emphasis on the normal processes of pregnancy. Consideration is also given to abnormal conditions that may occur and to all factors pertinent to the well-being of mother, infant and family.

## **NURSING 309. Pediatric Nursing**

(6)

Instruction in the care of the child is given in an affiliation at the Children's Medical Center. The course is divided into four units, one an introduction to pediatric nursing, and three based on the various age groups and the particular health problems associated with each. Each unit includes developmental concepts, the medical and associated nursing care of the basic disease conditions and the related nursing responsibility for health supervision, parent teaching and the maintenance of positive health in cooperation with other workers. The material on personality formation provides a foundation for increased self-understanding and for the individualization of patient care with increased understanding of the parental role.

## **NURSING 311. Psychiatric Nursing**

(6)

The Massachusetts Mental Health Center provides an affiliation in psychiatric nursing. During this experience, instruction and practice are planned to give students an understanding of mental health and of the patient's psychological needs. Also included are underlying causes, treatments, and social and legal aspects of psychiatric problems.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION a. Fall Sports**

Most of the fall classes in Physical Education are conducted outdoors, weather permitting, and consist of work in both group and individual sports. These include tennis, on any of the numerous College courts, field hockey, soccer, softball, and archery on the Recreation Field. Two hours per week are required of each student.

### **PHYSICAL EDUCATION b. Winter Sports**

Group instruction in body mechanics constitutes the main part of the Physical Education program during the winter months. Volleyball, basketball, and American Red Cross First Aid courses are also offered. A three-day winter sports outing in the White Mountains of New Hampshire is open to all students and has been a traditional part of the Lasell Physical Education program for nearly sixty years.

### **PHYSICAL EDUCATION c. Spring Sports**

Spring sports repeat archery, tennis, and softball, with the addition of crew practice on the nearby Charles River. Emphasis on active partici-

pation by the entire student body according to health, need, and capacity is continued.

#### PHYSICAL EDUCATION d. Swimming

A tiled swimming pool is available for use under proper supervision throughout the year. In addition to offering all students an opportunity to swim or to learn to swim, the Lasell pool is also the scene of the Red Cross water safety classes and the swimming tests for all girls trying out for crew.

#### PHYSICAL EDUCATION e. Crew

In crew the Lasell Physical Education department keeps alive an old Charles River tradition which dates well back into the last century. Beginning in April, students who have successfully passed the swimming requirements begin training in their nine-girl war canoes for the final races held at the annual River Day outing scheduled for late in the spring.

#### PHYSICAL EDUCATION f. Modern Dance

In this offering by the Physical Education department the student learns the fundamental techniques of the dance, dance composition, and the use of music in relation to dance. The course includes designing and making costumes and the arrangement of dance programs. The Modern Dance Club is composed of students taking Modern Dance who are interested in presenting dance entertainments before the student body or local civic groups.

#### PHYSICAL EDUCATION g. Games for Children

A one-hour a week course open only to Child Study majors. This course aims to give the student a working knowledge of group games and rhythms suitable for the four-year-old.

### PSYCHOLOGY

#### \*PSYCHOLOGY 201. Introductory Psychology

(3)

In this course the student learns of the interplay of hereditary and environmental factors which produce the individual. The development of motivational patterns and individual differences in mental, sensory, and motor abilities are presented in the setting of everyday life. All the basic psychological principles are included, making the course suited to the needs of the student who will transfer to a psychology major as well as to the student whose academic interest lies in another area. FOR SENIORS ONLY.

**\*PSYCHOLOGY 202. Psychology of Personality**

**(3)**

This is a basic course in developing understanding of the causes and symptoms of emotional maladjustment. The aim is either the prevention or more effective self-management of personality difficulties. Emphasis is placed upon preparing the student to anticipate and deal with her own problems and to improve her understanding of the behavior of others. Prerequisite: Psychology 201.

**\*PSYCHOLOGY 204. Child Psychology**

**(3)**

Emphasizing the pre-school years, this course deals with the mental, emotional, and social life of the child in the setting of the family. The exposition is genetic, dealing with parental attitudes prior to the child's birth, the endowment of the newborn, and the impact of familial and social influences as he develops during his first six years. The course has a two-fold purpose: the preparation of the student for parenthood, and the achievement of a basic insight into the child's early years for those who plan to work with children professionally. Prerequisite: Psychology 201.

## **RETAILING**

**RETAILING 101. Salesmanship and Merchandise Information** **(2)**

For freshmen in the Retailing Department only. The course discusses the principles of salesmanship in terms of personality requirements, merchandise information, and effective selling techniques. The procedures discussed are later put into practice during work assignments.

**RETAILING 102. Store Organization and Management** **(2)**

The course covers the general organization, operation and management of retail institutions. Problems of store location, layout, and equipment are considered and special attention is given to the present trend toward suburban stores and shopping centers. For freshmen in the Retailing course only.

**RETAILING 105-106. Color, Line and Design** **(6)**

The understanding and appreciation of fashion from the past to the present is developed through the study of design, line, and color in the first semester's work. The same principles of color, line, and design are adapted to interior design through the study of period furniture during the second



semester. Projects, lectures, and field trips stress the value of art in the Retailing field. Open to Seniors in Retailing only.

#### **RETAILING 201-202. Retail Training**

**(6)**

The course covers merchandising techniques, accounting, credit, and the publicity functions of retailing. Problems of purchasing, pricing and marketing of merchandise, store finance, expense control, stock control, and advertising are considered. Also included are many problems of Personnel Management as they influence current employing, training, and testing of individuals seeking careers in Retailing.

Training and service in leading Boston and New York department stores is a basic part of the course, and all students are employed during the month before Christmas. Close contact with current retailing developments is maintained through lectures given by store experts and by careful analysis of retailing publications and fashion magazines. For Retailing seniors only. Prerequisite: Retailing 101 and 102.

### **SCIENCE**

#### **\*SCIENCE 101-102. Zoology**

**(8)**

A course to give the student an understanding of biological principles as applied to animals and to acquaint the student with representative types of all of the phyla of the animal kingdom. Laboratory work is coordinated with lectures to present the taxonomy, anatomy and physiology of representative animals.

#### **SCIENCE 103-104. Anatomy and Physiology**

**(6)**

A comprehensive study is made of the structures and functions of the human body. Practical knowledge for work with the medical profession is gained from class work and laboratory procedures covering the important systems of the body and their relations to each other.

#### **SCIENCE 111-112. General Chemistry**

**(6)**

A survey course in the study of matter and its transformations in nature and in life processes, with emphasis on the fundamental laws which explain this behavior, to provide an adequate background for the fields of nursing and nutrition. Prerequisite: High school algebra.

**\*SCIENCE 113-114. College Chemistry**

(8)

An introductory course in theoretical and descriptive inorganic and organic chemistry with emphasis on fundamental principles to develop a chemical knowledge of our world by understanding the basic facts of science. Prerequisite: High school algebra.

**\*SCIENCE 203-204. Advanced Anatomy and Physiology**

(8)

The course provides a detailed study of the structure and function of the human body, with special emphasis on the latest developments in the field of biochemistry and biophysics of the basic tissues. Because the course lends itself to discussions of the essential elements of pathology and medical therapeutics, it is ideally suited to the needs of students in nursing and medical technology. The lectures are supplemented in the laboratory by the dissection of the cat and physiological experiments dealing with nerve, muscle, and cardiovascular tissues. Prerequisite: Science 101-102.

**\*SCIENCE 205. Medical Laboratory Technology**

(3)

In this course the pre-clinical technician is taught the routine procedures commonly employed in the medical laboratory. Procedures covered include urine analysis, hematology (normal and pathological), blood typing, introduction to blood chemistry, demonstration of basal metabolisms, and electrocardiograms. A field trip to a nearby hospital's clinical laboratories is included. Prerequisites: Science 113-114, and 101-102.

**\*SCIENCE 206. Microbiology**

(3)

A study is made, first of the fundamentals of general microbiology, followed by an introduction to immunology, disease and its control, and pathogens. This is correlated with medicine, industry, food and sanitation. The laboratory work includes basic training such as preparing media, smears, staining, culture methods, followed by use of disinfectants, antibiotic sensitivity tests, pathological smears, milk counts, etc. Special emphasis is placed on varied culture methods and identifying unknowns for the technician group and for the nurses, exercises to test the effectiveness and bacterial control of everyday hospital procedures. Suitable field trips are included. Prerequisite: Science 113-114.

**SCIENCE 207-208. Laboratory Techniques for the  
Medical Secretary**

(6)

Clinical application and interpretation of results are correlated with laboratory techniques suitable for the doctor's office. The course includes urine analysis, hematology, blood typing, introduction to blood chemistry, simple microbiology techniques, patient care, demonstrations of basal

metabolisms and electrocardiograms. A field trip to the clinical laboratories in a nearby hospital is included. Prerequisites: Science 103-104 and 111-112.

**\*SCIENCE 221. Organic Chemistry (4)**

This one-semester course in Organic Chemistry deals with the fundamental concepts by emphasizing functional groups. Practice in the application of the text material will be gained in the laboratory. The development proceeds from valence and structure through the study of optional isomers and mechanisms of organic reactions. Prerequisite: Science 113-114.

**\*SCIENCE 222. Quantitative Analysis (4)**

The study of fundamental volumetric and gravimetric analytical procedures which illustrate the basic theory of quantitative analysis. This course is to acquaint students with the importance, problems, limitations, and techniques of quantitative work. Prerequisite: Science 113-114.

**\*SCIENCE 223. Qualitative Analysis (4)**

This course includes anion and cation analyses with emphasis on techniques and fundamental concepts such as composition of solutions, ionic and chemical equilibria, solubility products, oxidation and reduction, and chemical principles which find application in the qualitative identification of groups, subgroups, and ions. Prerequisite: Science 113-114.

**\*SCIENCE 224. Biochemistry (4)**

This course deals with the chemical composition and reactions of all life processes, digestion, metabolism, and excretion, including the function and effects of vitamins, hormones and enzymes. It also includes chemical transformations in plants for the production of food for man as well as pathological aspects involving the use of antiseptics, germicides, anesthetics, antibiotics, and antihistamines and alkaloids. Prerequisite: Science 113-114

## **SECRETARIAL STUDIES**

**SECRETARIAL 101-102. Elementary Shorthand (8)**

This course is based on a mastery of the principles of Gregg shorthand. Constant practice in theory, reading, dictation, and transcription enables the student to attain a dictation speed of eighty words per minute.

## **SECRETARIAL 103-104. Intermediate Shorthand**

**(8)**

It is the purpose of this course to enable students to review complete shorthand theory and to increase their dictation speed. Although eighty words per minute is the minimum requirement for course credit, the aim is to develop a speed of one hundred words per minute. The course is recommended for incoming students who have had some shorthand background but who are not eligible to take Secretarial 201-202.

## **SECRETARIAL 109-110. General Typewriting**

**(4)**

This course is offered to students who are interested in typewriting for personal use. Students are given a thorough training in correct touch-typewriting techniques and are expected to attain a speed of at least thirty words per minute, net. Instruction is given in letter styles, arrangement of manuscripts and reports, tabulation, and rough drafts.

## **SECRETARIAL 111-112. Elementary Typewriting**

**(6)**

The aim of this course is to give the student a thorough training in touch-typewriting so as to attain a speed of between thirty-five and forty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Instruction is given in letter styles, rough draft, tabulation, arrangement of manuscript work, and legal papers. Emphasis is placed on the attainment of accuracy through constant drill.

## **SECRETARIAL 113-114. Intermediate Typewriting**

**(4)**

This course gives a thorough review of typing fundamentals for students who have had one year or more of typing in high school, but who are not prepared for Secretarial 211-212. Instruction and practice are given in letter writing, manuscript writing, tabulations, legal work, and business forms. Students are expected to attain a typing speed of at least forty to forty-five words per minute, net, during a ten-minute supervised writing. Accuracy is stressed at all times. Prerequisite: Secretarial 111-112 or its equivalent.

## **SECRETARIAL 121s. Business Arithmetic**

**(3)**

Practice is first given in the fundamentals of arithmetic. Upon successful completion of this part of the course, work is given in percentage, retail and cash discounts, profit and loss, business commissions and brokerage, interest and bank discount, domestic and foreign exchange, stocks and bonds, and property taxes and insurance.

**SECRETARIAL 136s. Business Law****(3)**

This course gives the student a working knowledge of everyday law as it applies to business and personal needs. The subjects included are contracts, insurance, negotiable instruments, bailments, and social legislation relative to the law of employment.

**SECRETARIAL 201-202. Advanced Shorthand****(8)**

The advanced course in Gregg shorthand presupposes a complete mastery of shorthand theory and dictation ability of eighty words per minute. Constant dictation and transcription build speed to one hundred twenty words per minute. Special emphasis is placed on English grammar, spelling, and vocabulary as they affect secretarial work. Prerequisites: Secretarial 101-102 or 103-104, or a minimum of two years of high school shorthand and dictation speed of eighty words per minute for five minutes.

**SECRETARIAL 204. Shorthand Dictation****(1)**

Open only to students who have successfully completed the requirements of Secretarial 201-202. The course is designed to maintain and further develop skill in dictation and transcription. A dictation speed of more than one hundred twenty words per minute is the goal.

**SECRETARIAL 205-206. Intermediate Medical Shorthand****(8)**

On a reduced-speed level, this course covers the same material as outlined in Secretarial 207-208. It is designed to enable students interested in medical secretarial careers to accept positions where the dictation speed requirements are not the main point of emphasis. The requirement for course credit is eighty words per minute. Prerequisites: Secretarial 101-102, Science 103-104.

**SECRETARIAL 207-208. Advanced Medical Shorthand****(8)**

The purpose of this course is to train the student thoroughly in advanced shorthand principles, development of shorthand writing skill, and transcription of dictated notes. This is combined with the study of medical shorthand principles and terminology, dictation and transcription of case histories, medical reports covering varied branches of medicine, such as X-ray findings and autopsies. Prerequisites: Secretarial 101-102 or 103-104 and Science 103-104. Open to seniors only.

**SECRETARIAL 211-212. Advanced Typewriting****(4)**

Through continued practice, the course aims at developing employable typewriting speed with a high degree of accuracy. Instruction is given in



the arrangement of business correspondence, manuscripts, statistical data, editing, and legal documents. The minimum requirement for credit is fifty words per minute, net, with a maximum of five errors on a ten-minute timed writing. Prerequisite: Secretarial 111-112, 113-114, or equivalent.

**SECRETARIAL 214. Office Practice Typewriting (1)**

The purpose of this course is to give students who have completed Secretarial 211-212 an opportunity to maintain and further develop their typing skill. A goal of at least sixty words per minute, net, with a maximum of five errors on a ten-minute timed writing is set. All work covered in Secretarial 211-212 is reviewed, and drill is stressed to improve speed and accuracy. Emphasis is placed upon Ediphone transcription and production of all types of business forms.

**SECRETARIAL 223-224. Accounting (6)**

A basic course designed to give an understanding of the principles and procedures used in modern business, and to develop the ability of the student to comprehend the functions of the many phases of business activity. The subjects treated are: principles of double entry in various kinds of records, theories of debit and credit, financial statement structure and content, labor-saving devices used in accounting records, and accounting for the individual owner and for professional men and women. Prerequisite: Secretarial 121s.

**SECRETARIAL 226. Professional Bookkeeping (3)**

This is a course designed to give the medical secretary an understanding of the theory of double-entry bookkeeping as it applies to records for professional people. The accounting cycle is developed on a cash approach for classes of income derived from services rendered. Special emphasis is given to proper recording of personal investments in real estate and stocks and bonds.

**SECRETARIAL 228. Mercantile Bookkeeping (3)**

This course provides an opportunity for the non-secretarial student to have training in the principles and practices of business methods. The principles of modern record keeping and accounting theory are presented and the adaptations of these fundamentals to various business and professional situations are worked out.

**SECRETARIAL 231-232. Secretarial Training (4)**

This course, designed as a complete office-methods survey, covers English fundamentals and usage, personality, and office etiquette. Theory and

practice are given in the various systems of indexing and filing. The course also includes secretarial duties, such as planning itineraries, scheduling appointments, telephoning, interviewing office visitors, writing different types of business letters, and preparing business papers. It takes up telegrams and cables, banking practice, reference books, legal work, and the technique of finding a position, and includes an introduction to the various office machines. Prerequisite: Secretarial 111-112.

**SECRETARIAL 233. Medical Secretarial Practice (3)**

This course introduces the student to the qualifications required for medical secretarial work. Medical terminology, ethics, telephone technique, case histories, filing, and machine transcription are stressed. Special emphasis is placed on a review of English grammar, letter writing, patients' records, and all routine office procedures required in a medical secretarial position. For Medical Secretarial seniors only.

**SECRETARIAL 237s. Business Workshop (1)**

This course is required of all second-year students enrolled in the Secretarial curriculum. With special permission of the instructor, seniors enrolled in typewriting courses may elect the course. The Workshop provides an acquaintance with various dictation machines, calculators, duplicating machines, and electric typewriters.

## **SOCIAL STUDIES**

**\*SOCIAL STUDIES 101. History of Civilization to 1500 (3)**

This is a survey of the history of the western world. It is designed to create interest in the social and cultural achievements of the great civilizations from those of the ancient Near East to that of medieval Europe.

**\*SOCIAL STUDIES 102. History of Civilization: 1500 to 1900 (3)**

This is a continuation of Social Studies 101, and covers the history of western civilization from the Middle Ages through the Nineteenth Century. It points up developments which have shaped the life of today. Prerequisite: Social Studies 101 or special permission of the instructor.

**SOCIAL STUDIES 106. Contemporary Affairs (2)**

This course studies current national and international news in relation to major events of the recent past and to the chief geographical regions of

rivalry. The expression and discussion of student opinions are encouraged.

**\*SOCIAL STUDIES 111. Sociology (3)**

The aim of the course is to give the student as broad an understanding as possible of the body of knowledge of sociology. Emphasis is placed on the origins of social behavior, the social development of the personality, group interrelationships as they relate to social organization, and the major social institutions.

**\*SOCIAL STUDIES 112. Social Problems (3)**

The purpose of the course is to acquaint the student with the disorganization that occurs when social forces produce major changes in the established patterns of behavior and institutions of a society. Major current problems are chosen from contemporary United States society, and include mental health, juvenile delinquency, and modern family disorganization. Prerequisite: Social Studies 111.

**\*SOCIAL STUDIES 201. American History: to 1860 (3)**

The aim of this course is to help the student gain a deeper appreciation of the United States and its position in the present world. The main political, economic, and social trends are considered as they have developed from the first explorations to about 1860.

**\*SOCIAL STUDIES 202. American History: 1860 to the present (3)**

This is a continuation of Social Studies 201, and analyzes the growth and problems of the United States from about 1860 to the present day.

**\*SOCIAL STUDIES 205. History of Early Russia (3)**

This course traces the Russian pageant from earliest times through the reign of Alexander II. Political, social, and economic developments are studied; however, the social problems will be emphasized. The object of the course is to give the student a better understanding of Russia today. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 206. History of Modern Russia (3)**

History of modern Russia will commence with a brief survey of Nineteenth-century Russia. The broad background for the Revolution will be carefully considered. Particular emphasis will be given to Communism as practiced by Russia today. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 207; 208. Modern History (6)**

A political and cultural study of Europe showing how it became "modern," from Voltaire and Louis XVI to the present. Current events are frequently related to their historical background. The first semester covers the period from the age of Voltaire to near the end of the Nineteenth Century; the second semester, from the colonial expansion of the 1880's to the present day.

**\*SOCIAL STUDIES 209. English History (3)**

This course studies English history chiefly from the Seventeenth Century to the present. It follows the main changes in English society and stresses the influence of England upon the modern world. Social Studies 101 and 102 are recommended as prerequisites.

**\*SOCIAL STUDIES 221s. Introduction to Philosophy (3)**

The purpose of the course is to introduce the student to the basic problems of philosophy, such as the sources of knowledge, the relationship between mind and body, freedom as opposed to determinism, and the nature of values. For seniors only.

**\*SOCIAL STUDIES 223s. Great Religions (3)**

A study of the great religions of the ancient and the modern world, their fundamental differences and similarities. Emphasis is upon an understanding of the basic concepts of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

**\*SOCIAL STUDIES 230-231. Principles of Economics (6)**

This course gives the student an introduction to the fundamentals of the American economic system. Topics considered include money and banking, labor organization, forms of business organization, monopoly, price determination, investments, and international trade. Reference is made to current economic issues.

## **SPANISH**

**\*SPANISH 101-102. Elementary Spanish (8)**

First year college Spanish. The course includes the essentials of Spanish grammar, but with the emphasis on teaching the student to understand

the language when spoken and to express herself in simple Spanish. Drill in reading aloud and singing folk songs develops good habits of pronunciation.

**\*SPANISH 103-104. Intermediate Spanish (8)**

The aim of this course is to increase both general knowledge of Spanish fundamentals and skill in using and understanding the spoken language. Grammar is thoroughly reviewed and a number of texts by recognized Spanish authors are read. Prerequisites: two years of high school Spanish or one year of college Spanish.

**SPANISH 105-106. Intermediate Spanish (Commercial) (8)**

A course in Spanish geared to the needs of the business student. Emphasis is on business phrases and the language of commerce rather than on literature. There is a review of grammar and drill in both oral and written Spanish. Prerequisites: two years of high school Spanish or one year of college Spanish. For Secretarial majors only.

**\*SPANISH 201-203. Advanced Spanish (6)**

This course gives the student opportunity to gain fluency of expression in spoken Spanish as well as in written composition. A number of outstanding literary works are read, including *La Vida es Sueno*, *Don Quijote*, etc. Written and oral reports are required. Prerequisite: three years of high school Spanish or two years of college Spanish.

**SPANISH 205-206. Advanced Spanish (Commercial) (6)**

This is a continuation of Spanish 105-106. The emphasis of the course is on commercial vocabulary and phrasing, with special drill in the writing and translation of business letters.

**\*SPANISH 211-212. A Survey of Spanish Literature (6)**

The first semester of this course is devoted to a study of representative works by the principal literary figures of the Golden Age of Spanish literature, including Lope de Vega, Cervantes, Tirso de Molina, Calderon, and others. The second semester covers some of the major figures of the Nineteenth Century, such as Perez Galdos, Echegaray, Benavente, and Zorrilla. Written and oral reports are required. Prerequisite: Spanish 201-202 or equivalent.

**\*SPANISH 215-216. A Survey of Spanish-American Literature (6)**

This course involves the reading and discussion of the principal masterpieces in Spanish produced in the New World. Examples studied range



from Colonial times down to the present day. Written and oral reports are required. Prerequisite: Spanish 201-202 or equivalent.

## SPEECH

\*SPEECH 105-106. Speech

(4)

The purpose of this course is to train the student to address effectively both formal and informal gatherings. Classroom exercises are designed to help overcome nervous mannerisms and manifestations of self-consciousness, and to teach the logical organization of material and the art of presenting a talk clearly and interestingly. Special attention is given to the needs of those entering the field of business.

## GENERAL INFORMATION

**STUDENT COUNSELING** Counseling at Lasell aims to further the physical, mental, and moral development of the student. The kind and amount of work to be undertaken is carefully adjusted to the individual's capacity in order that she may function with maximum effectiveness. Upon arrival each freshman is assigned to a trained adviser whom she retains for the duration of her connection with Lasell. In addition, the student is encouraged to consult her individual instructors, the resident head in charge of her dormitory, or the Dean of Women concerning any problems which may arise, either academic or personal. Parents are invited to give to any of these counselors such confidential information as may aid in understanding and promoting the welfare of their daughters.

**ORIENTATION** A one-credit-hour Orientation Course is required of all first-year students. The program begins with a series of tests given to all freshmen near the beginning of the college year. The results of these tests are interpreted to each student in individual conferences at a later date. Supplementary tests are available during the year as the need arises. Course work in Orientation lasts through the first semester and consists of one or more lectures a week on topics of vital interest to college students. The principles of College Government and the wise use of extracurricular activities at Lasell are explained early in the year, and each student is also examined on the contents of the Lasell *Blue Book*, a compilation of official regulations and general information regarding campus life. Lectures on study habits, mental hygiene, social adjustments, religion, reading methods, vocational opportunities, preparation for marriage, and other topics are given by authorities in these fields.

**RELIGIOUS ACTIVITIES** Believing that the development of a sense of reverence is fundamental in the formation of the well-rounded life, the College—which is inter-denominational but Protestant in tradition—holds chapel services throughout the year and formal vesper services the Sunday evenings prior to Christmas and Easter vacations at which attendance is required. Distinguished ministers and laymen from the Boston area act as guest chaplains. Churches of various denominations are in proximity to the campus and students are encouraged to attend services with the congregation of their choice.

**THE LIBRARY** Located on the ground floor of Bragdon Hall, the College Library is a bright, sunny room popular for study, reading, and browsing. The Library is comprehensive and houses 15,000 volumes, planned to supplement class work and provide resources for additional study. Trained librarians are available for help and guidance.

Many subscriptions to newspapers and periodicals, which keep the Library supplied with current material, are made more valuable through the use of periodical indexes. There is a basic reference collection which is kept up-to-date with constant addition of new materials.

Although the emphasis of the Library is of necessity on material which will supplement the courses offered at Lasell and provide for additional

study in those fields, the value of a balanced recreational program for the students is not overlooked. They are encouraged to use the Library and its resources for pleasure as well as for study and research.

**GRADES** A permanent record of scholarship is kept for reference, and quarterly reports are sent to parents. The grading system employed is as follows: A, superior; B, good; C, average; D, passing; E, conditional failure; F, failure; INC., incomplete. S, satisfactory, and U, unsatisfactory, are used for Orientation and Physical Education grades only. Although the passing grade is D, a C average is required for graduation. Marks for the first and third quarters are tentative, and academic rank is based on the grades for an entire semester. Rank in class, class promotion, graduation, and honors are all calculated on the basis of "grade quotients." The grade of A is assigned a value of 4; B, 3; C, 2; D, 1, and F, 0. A student's average is computed by multiplying the number of semester hours of credit by the appropriate numerical grade value and then dividing the sum of these products by the total number of semester hours of credit carried.

**COLLEGE GOVERNMENT** Since students generally wish to assume collectively a share in the responsibility for their conduct in college, and since educators are agreed that such responsibility makes for the development and growth of the individual student, the President and faculty of Lasell have given authority to the Lasell College Government Association to exercise the various powers that have been committed to it for the maintenance of high standards in the community life of the campus. The reputation of Lasell is to a large measure dependent on the conduct of Lasell students. While under the jurisdiction of the College, therefore, a student is expected to observe the social regulations of the institution, whether she is actually on campus or not. The College Government Association holds itself responsible for the correction of any conduct on the part of a Lasell student which might endanger the reputation of the College.

**EXTRA CURRICULA** Entertainments, teas, class parties, dances, and receptions make their contribution to the social life of the College. Other events include a Father-Daughter Weekend, dramatic productions, assembly programs, and visits by guest artists and lecturers. In addition to the White Mountain Trip, an annual midwinter event for sixty years, a trip to Bermuda is sponsored during spring vacation.

**PLACEMENT** An effective Placement Office is maintained for the convenience of both Lasell students and graduates. Students may register with the Office during the college year either for part-time work, for full-time summer jobs, or for permanent positions to become effective after graduation. In addition to its regular business and professional contacts, the Placement Office sponsors a series of speakers who address groups of interested students on the training requirements and employment possibilities

of various specialized areas of employment. The Office also provides members of the senior class with numerous opportunities to be interviewed by representatives of some of the larger business and professional organizations in the Boston area. The services of the Office are always available to Lasell graduates, and alumnae are encouraged to keep in touch with the Placement Director.

**PUBLICATIONS AND PUBLICITY** The *Lasell News* is the bi-weekly college newspaper written and edited by students. Places on the *News* staff are open to all students who can meet the academic and literary requirements, or whose backgrounds or experience show some special aptitude for newspaper work. The student staff gains valuable experience in meeting the problems of professional journalism on the campus level.

The *Lamp* is the college yearbook published by the senior class. Although it contains the traditional information and photographs of the graduating class, emphasis in the *Lamp* tends to be more on recording pictorially the history of a year at Lasell as an annual souvenir for the entire student body. Editorial and business operations of the publication are in the hands of students under the supervision of a faculty adviser.

The *Lasell Leaves* is a quarterly magazine published by Lasell Alumnae, Inc. The Commencement issue of each year is sent to all living graduates of the Institution. The other three issues are distributed to regular contributors to the Alumnae Fund. This prize-winning periodical, which constitutes a valuable and well-edited record of the activities of Lasell students, faculty and graduates, has twice been recognized for excellence by the American Alumni Council.

The academic achievements and extracurricular distinctions of Lasell students are regularly and systematically reported to their hometown newspapers by the College Public Relations Office.

**OTHER ORGANIZATIONS** In addition to the Orphean Club and the College Choir, whose functions have already been described under the course offerings in the Music Department, there are a number of other organizations on the campus that play an active role in furthering students' special interests and in offering opportunities for effective group experience.

The Workshop Players sponsor the two major dramatics productions offered each year. Students in the Play Production classes automatically become members of the group. Other students are admitted upon the completion of ten hours of work in the club's activities, including acting, painting scenery, making posters, working backstage, or ushering. New members are received by the group at the monthly meetings. The Workshop Players also provide entertainments for local civic and service organizations, as well as offering a group of student-acted and student-directed one-act plays in arena production each spring as the part of the club's activities known as the Stockingfoot Theatre.

The Athletic Association promotes interest and participation in a broad program of sports and other recreational activities in cooperation with the Department of Physical Education, and coordinates the intramural athletic program. The Lasell Campus and Community Club makes possible a variety of volunteer services which are to the advantage of both the College and the community.

*Le Cercle Francais* is open to all students of French. Club meetings are organized around a variety of programs intended to acquaint members with the special qualities of life in France. Advanced students of Spanish are eligible for membership in the Spanish Club, where, in addition to a study of current affairs in Spain and the Latin-American countries, opportunities are afforded members for practice in conversational Spanish. The Science Club keeps its members posted on recent advances in technology of interest to Lasell science students.

## STUDENT

**HEALTH CENTER** The Student Health Center exists for the purpose of bringing students to realize the importance of conserving and improving their health.

The College maintains Keever House, a 12-bed Infirmary which is under the direction of the college physician, with a registered nurse in attendance at all times. The Newton-Wellesley Hospital, one of the finest in New England, may be reached in five minutes where a consulting staff of surgeons and specialists is available to the college physician in cases of serious illness.

The applicant's file must include the findings of a medical examination as performed by the family physician and recorded on the forms provided by the College. This report must include information concerning any current medications or treatments, or any chronic conditions such as allergies. The Health Center will cooperate with physicians and students in continuing necessary treatments and prescriptions.

The Health Center maintains a health record of each student throughout her college career, including the family physician's physical examination and complete records of observations and treatment by the college physician.

The student is held responsible for reporting any illness, and may not remain in her room while ill except by permission of the nurse or physician and then only in case of minor non-contagious ailments.

Any student wishing to receive medical or dental treatment or consultation outside the Health Center, must first consult the resident nurse and secure her full approval before such treatment is received. A subsequent report should be made to the college physician.

**ROOMS** Two students usually occupy a room, although a few single rooms and a few large rooms occupied by three students are also available.

Freshman rooms and roommates are assigned the first week in September. New students are asked to keep the room and roommate assigned for a few weeks, even though the arrangement may not be fully satisfactory. After a little time, when acquaintances have been made, changes, within reason, will be authorized.



## REGULATIONS

**ADMISSION** No student is admitted for less than an entire college year or such portion as remains after her entrance. A fee of five dollars is charged for late registration.

**WITHDRAWAL** Whenever the faculty is convinced that a student is not fulfilling the purpose of her residence, and that her presence, on account of conduct or for any other sufficient reason, is detrimental to the College, the President reserves the right to request her withdrawal, even though no formal rule has been broken. Neither Lasell Junior College nor any of its officers is liable for such an exclusion. In the case of dismissal, or voluntary withdrawal, the parent or guardian agrees that no part of the fee or tuition for the college year shall be refunded or remitted, and any unpaid balance on account of such fees shall become immediately due and payable.

**ALLOWANCES** If a student is to have an allowance, it is suggested that it be deposited in a checking account in one of the local banks. It is felt that in those cases where the student is to handle her own funds, maturity of judgment is encouraged by familiarity with normal banking methods. The college Bursar is always available for individual financial counsel whenever necessary.

Students are urged not to bring valuable articles such as jewelry or expensive watches. If lost, the College cannot assume responsibility for any item of personal effects.

Each student will be charged for damage done by her to college property.

**AUTOMOBILES** Resident students are not allowed to have automobiles. Day students are to use their automobiles for commuting purposes only and are to register them with the College and be assigned a parking area for use throughout the year. Automobiles are not to be used for traveling between classes or for other movement around the campus.

## SCHOLARSHIPS

Scholarships and loan funds are available for a limited number of deserving students. The income from the following funds is under the direction of the Committee on Scholarship Aid:

The Henry Morton Dunham Fund . . . . .	\$10,000
Given by the will of Mr. Henry M. Dunham, organist, conductor, and composer, who, as instructor and later chairman, was associated with the Department of Music from 1897 to 1928. Income to be used for students in organ.	
The Russell B. Stearns Scholarship Fund . . . . .	\$5,000
The Jeremiah Clark Scholarship Fund . . . . .	\$650
The Bird Scholarship Fund . . . . .	\$4,300
Given by the will of Miss Charlotte A. K. Bancroft of the Class of 1857.	
The Angeline C. Blaisdell Scholarship Fund . . . . .	\$6,300
Given by the will of Miss Angeline C. Blaisdell of the Class of 1867, for many years a teacher and member of the administrative staff of Lasell.	
The Hannah Proctor Bonner Scholarship Fund . . . . .	\$6,100
Given in memory of their daughter, Hannah Proctor Bonner of the Class of 1910, by Mr. and Mrs. William L. Proctor of Millbury, Massachusetts.	
The Grace Vicary Pottorf Scholarship Fund. . . . .	\$2,900
Given in memory of her daughter, Grace Vicary Pottorf of the Class of 1907, by Mrs. Charles N. Vicary of Canton, Ohio.	
The Lillie Rose Potter Memorial Fund . . . . .	\$2,050
Given in memory of Lillie Rose Potter, Class of 1880, by alumnae and friends. Miss Potter served as Preceptress and Dean at Lasell from 1902 to 1935 and was Dean Emeritus from 1935 to 1952.	

### Lasell Alumnae Scholarships

Financial assistance offered by Lasell Alumnae, Inc. is based upon high scholastic achievement and is largely reserved for outstanding students who have completed one year of work at Lasell.

There are some opportunities for certain students to earn a part of their expenses by dining-room employment, doing office work, or assisting in the Library. The genuine need for such aid is the most important consideration and a rather searching statement of the financial condition of the family is required before work opportunities are granted. Applications for such aid should be made to the President.

## TRUSTEE SCHOLARSHIPS

A total of \$5,000 in scholarship aid is awarded annually to worthy entering students standing in need of financial assistance. The candidate must complete all details of the regular application procedure; in addition, she must file a scholarship blank which will be supplied by the Office of Admissions on request. To be eligible for consideration, an applicant must be enrolled in an approved high school or preparatory school and rank in the upper quartile of her class; she must also be endorsed as to character and personality by a secondary school official. Awards in the form of tuition reductions are in amounts appropriate to the individual needs of successful candidates.

## EXPENSES

**RESIDENT STUDENTS** The regular annual charge for each resident student is \$2,175. This includes board and room, laboratory fees, an activity fee of \$25 and tuition in all studies except music. No part of the charge is subject to return, reduction or rebate on account of a student's illness, voluntary withdrawal, dismissal or for any reason whatever. A registration fee of \$25 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition charge. A schedule of the payments for annual charges follows:

1. On the filing of the application. . . . . \$25.00  
This fee is non-returnable and non-deductible.
2. Within 14 days of acceptance . . . . . \$150.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. \$75 of this amount is credited against charges for the first semester, and the remaining \$75 against similar charges for the second semester. Failure to make such a deposit within the specified time may entail loss of enrollment.
3. Before September 10 . . . . . \$1,055.00  
One-half the resident charge, \$1,075, the \$25 activity fee, the \$20 damage deposit\* and the \$10 health fee, less \$75 of the advance deposit.
4. Before December 31 . . . . . \$1,010.00  
The balance of the resident charge, \$1,075, plus the \$10 health fee, less the remaining \$75 of the advance deposit.

\*Each resident student is required to deposit \$20 to cover breakage and other damage beyond ordinary wear and tear for which she may be responsible. This fee will be refunded if no damage has been charged.

A health fee of \$10 per semester entitles the resident student to unlimited use of the infirmary and first-aid rooms and consultation with the college physician, when necessary. It also includes infirmary care for those illnesses or accidents which, in the opinion of the college physician, can be treated adequately by the facilities and personnel available at the College. Those cases which, in the opinion of the college physician, require more specialized care or hospitalization beyond that available at the College are not covered by this fee.

**NON-RESIDENT STUDENTS** The annual charge for a non-resident (day) student for the college year is \$975, which includes laboratory fees, an activity fee of \$25 and tuition in all studies except music. Arrangements may be made for a partial program at special rates. A registration fee of \$25 must accompany the application. This fee is to cover the clerical work involved. It is non-returnable and is not credited to the tuition. A schedule of the payments for tuition follows:

- 1. On the filing of the application. . . . . \$25.00  
This fee is non-returnable and non-deductible.
- 2. Within 14 days of acceptance . . . . . \$50.00  
This is a deposit made to reserve a place in the College. It is not returnable for any reason. Failure to make such a deposit within the specified time may entail loss of enrollment.
- 3. Before September 10 . . . . . \$480.00  
One-half the non-resident charge, \$475, the \$25 activity fee, and the \$5 health fee,\* less \$25 of the advance deposit.
- 4. Before December 31 . . . . . \$455.00  
The balance of the non-resident charge, \$475, plus the \$5 health fee, less the remaining \$25 of the advance deposit.

\*A health fee of \$5 per semester entitles the non-resident student to unlimited emergency use of the infirmary and first-aid rooms and consultation with the college physician when necessary.

**SETTLEMENTS** Monthly settlements of all statements are required. A late payment charge of 1 per cent per month will be assessed against any account in which an unpaid balance has been outstanding for over thirty days.  
Some parents may prefer to pay in equal monthly installments during the academic year. For those desiring the convenience of this method of payment, full particulars may be obtained from the Bursar's Office.

**TUITION REFUND INSURANCE** Since all enrollment contracts are made for the full college year only and fees are not subject to remission or reduction under any circumstances, the College suggests that parents may protect themselves by taking out Tuition Refund Insurance as offered by A. W. G. Dewar, Inc. Such insurance offers a means of recovering losses due to illness, accident, or quarantine on the part of the student. Material describing the benefits and limitations of this insurance is sent to every parent.

**ACCIDENT AND SICKNESS INSURANCE** At the request of many parents, Lasell has made arrangements for an Accident and Sickness Medical Reimbursement Plan. The policy is handled through an insurance company. Experience has shown that this type of insurance has been of great help to parents in time of accident or illness of the student. This insurance is available to any parent on request and on payment of the premium. This insurance supplements and is not intended to replace so-called hospitalization insurance.

**EXTRA EXPENSES**

Lessons in piano, organ, or voice (per year) . . . . . \$125.00

This is for one one-half hour lesson per week, including use of practice room. Longer lessons are available by arrangement.

Late Registration Fee (after Registration hours) . . . . . \$ 5.00

Diplomas, each . . . . . 10.00

Part-time students (per credit hour). . . . . 35.00

Charge for change of program (after second week of classes). . . . . 5.00

Transportation to and from hospitals for nursing students  
(per semester) . . . . . 48.00

Uniforms for nurses (approximate cost for three years). . . . . 110.00

Private tutoring is not encouraged but when found necessary may be obtained by special arrangement. Students taking lessons in piano, organ, or voice are charged for a half year, even if the engaged lessons are dropped before the expiration of this time.

Day students desiring to become residents for less than an entire semester will be charged \$35.00 for room and board, per week. A student remaining through any vacation will be charged \$35.00. (This does not apply to Retailing students during work periods.) No deduction is made for



absence from meals while a student is in residence. No deduction is made for Retail Training students during their training period.

Two certified copies of the record of any student will be provided without charge. Further copies will be made at \$1.00 each.

Students provide material for Clothing courses subject to the approval of the instructor. Students enrolled in the Foods course must provide themselves with at least two white uniforms.

Students in the Nursing Program are required to be protected by Health and Accident Insurance. Full particulars may be obtained from the college Bursar.

Textbooks, stationery and other supplies, including drawing papers, paint and other art requirements, may be purchased at the College Bookstore at current prices. Cash payments for required books will obviate rendering of charges to the parent after each purchase. No books may be returned for credit after classes have been in session for three weeks.

Students taking laboratory courses will be charged for broken equipment. It is also understood that the student will be billed for damage done to college buildings or equipment.

## LASELL ALUMNAE CLUBS, 1961-62

### LASELL ALUMNAE, INC.

#### President:

Elizabeth Harrington Logan '49 (Mrs. Robert R.)  
4 Columbus Terrace, New Highlands, Mass.

#### First Vice-President:

Barbara Iris Johnson '35 (Mrs. Barbara I.)  
36 Brookdale Road, Natick, Mass.

#### Second Vice-President:

Jean Davies Stanley '50 (Mrs. Peter W.)  
7 Sherwood Road, Natick, Mass.

#### Recording Secretary:

Priscilla Parmenter Madden '37 (Mrs. Leo J.)  
6 Nobscot Road, Wellesley, Mass.

#### Corresponding Secretary:

Betty Williams McGowan '47 (Mrs. F. M. Jr.)  
52 Brewster Avenue, Braintree Highlands, Mass.

#### Treasurer:

Ruth Turner Crosby '42 (Mrs. Richard A.)  
170 Harvard Street, Newtonville, Mass.

#### Assistant Treasurer:

Ruth Buswell Isaacson '36 (Mrs. C. G. G.)  
10 Laurel Avenue, Waltham, Mass.

#### Alumnae Fund Chairman:

Louise Tardivel Higgins '37 (Mrs. Charles A. Jr.)  
150 Hickory Road, Weston, Mass.

#### Alumnae Clubs Advisor:

Dorothy Inett Taylor '30 (Mrs. Lloyd D.)  
41 Brentwood Drive, Holden, Mass.

#### Scholarship Committee Chairman:

Shirley Gould Chesebro '33 (Mrs. R. Alan)  
110 Carver Road, Newton Highlands, Mass.

Directors:

Antoinette Meritt Smith '23 (Mrs. Wilder N.)  
110 Woodland Road, Auburndale, Mass.

Elaine Towne Batson '43 (Mrs. R. R.)  
749 Commonwealth Avenue, Warwick, R. I.

Elizabeth Sleight Dexter '53 (Mrs. C. G.)  
Trim Town Road, North Scituate R. I.

Alumnae Secretary:

Marjorie MacClymon '32  
Lasell Junior College, Auburndale, Mass.

## LASELL ALUMNAE CLUBS and PRESIDENTS, 1961-1962

Greater Boston:

Sandra Shelton Fitch '56 (Mrs. N. P.)  
316 North Harvard Street, Allston, Mass.

Bridgeport:

Sally Warner O'Such '55 (Mrs. Robert F.)  
51 Eunice Avenue, Fairfield, Conn.

Buffalo:

Patricia Raeder Crone '51 (Mrs. Richard T.)  
12 Blossom Heath, Williamsville, N. Y.

Capital District (Albany):

L. Joy Gustavson Smith '50 (Mrs. R. L.)  
Blind Rock Road, R.D. #1, Glens Falls, N. Y.

Chicago:

Mary-Florine Thielens Peebles x-'06 (Mrs. C. J.)  
523 West Melrose Street, Chicago, Ill.

Cleveland:

Barbara Clarkson Moody x-'38 (Mrs. K. A.)  
2432 Dennington Drive, Cleveland, Ohio

Connecticut Valley (Hartford):

Winifred Domark Moylan '52 (Mrs. R. J., Jr.)  
274 Wethersfield Avenue, Hartford, Conn.

Eastern Maine:

Nancy Bean Lord '50 (Mrs. Jack I.)  
41 Boutelle Road, Bangor, Maine

Long Island:

Joan Wolfe Wickham x-'49 (Mrs. Ronald J.)  
32 Hennessy Drive, Huntington, N. Y.

New Hampshire:

Dorothy Piper Bottalico '45 (Mrs. Geno)  
69 Centre Street, Concord, N. H.

New Haven:

Nancy Rotman Duffy '59 (Mrs. Robert M.)  
366 Main Street, East Haven, Conn.

Greater New York:

Janet Holmes '55  
3875 Waldo Avenue, Riverdale, N. Y.

Northern Vermont:

Joyce Bliss Doyle '56 (Mrs. N. P.)  
244 Maple Street, Burlington, Vt.

Philadelphia-South Jersey:

Shirley Gibbons SanSoucie '53 (Mrs. Roland)  
2208 Joshua Road, Lafayette Hill, Penna.

Pittsburgh:

Co-Chairmen: Lenna Lyon Hill '31 (Mrs. G. Richard)  
1111 Ingomar Heights Road, Pittsburgh, Pa.

Mary Fitch Huggett '34 (Mrs. John M.)  
318 Locust Street, Edgewood, Pittsburgh, Pa.

Rhode Island:

Joan Darelus Chirnside '53 (Mrs. Donald P.)  
86 Oak Hill Drive, Cranston, R. I.

Rochester:

Barbara Foster '56  
44 Landing Road South, Rochester, N. Y.

South Florida:

Helen Cole Chalfant '28 (Mrs. Edward T.)  
12300 Moss Ranch Road, Miami, Fla.

Southern California:

Marjorie Hills Buffington '37 (Mrs. F. S.)  
1644 Kaweah Drive, Pasadena, Calif.

Southern Maine:

Dolores Eck Ellis x-'52 (Mrs. O. D., Jr.)  
8 Farm Hill Road, Cape Elizabeth, Maine

Washington, D. C.:

M. Patricia Wilson Kane '54 (Mrs. W. S.)  
3419 Tulane Drive, West Hyattsville, Md.

Westchester-Lower Connecticut:

Joan Baum Deutsch '50 (Mrs. Laurence E.)  
211 Woodhampton Drive, White Plains, N. Y.

Western Massachusetts:

Margaret Leary Hacker '47 (Mrs. Donald)  
34 Highland Street, Longmeadow, Mass.

Worcester:

Joan Conley Eid '56 (Mrs. Richard N.)  
119 Burncoat Street, Worcester, Mass.)



## Main Routes to Lasell

